THE COMMONWEALTH OF MASSACHUSETTS

EXECUTIVE DEPARTMENT

STATE HOUSE • BOSTON 02133

(617) 727-3600

WILLIAM F. WELD
GOVERNOR

ARGEO PAUL CELLUCCI
LIEUTENANT-GOVERNOR

January 11, 1994

Dear Friends:

I am pleased to introduce the *Summer D.A.R.E. Program Training Manual*, sponsored by the Massachusetts Governor's Alliance Against Drugs, the Criminal Justice Training Council and the D.A.R.E. Officers Association.

In August 1993, a remarkable combination of talent gathered in Lowell, Massachusetts, to mount this revolutionary initiative for the city's youth. The program included representatives from federal, state and local government, and harnessed the enthusiasm of the private sector. Participants hailed from various professions, including law enforcement, education, substance abuse prevention, and recreation.

Together, they provided an unforgettable experience for 350 youngsters between the ages of eight and eleven. Parents and participants alike praised the Summer D.A.R.E. Program for imparting healthy decision-making skills and promoting self-esteem and empathy.

Lieutenant Governor Cellucci and I invite you to help fulfill the promise of our youth. Adapt this manual to your own resources and needs, and do not hesitate to contact the individuals listed within for further assistance.

Best wishes to you in this vital endeavor.

Sincerely,

Bill Weld

William F. Weld

The Commonwealth of Massachusetts
Executive Office of Public Safety
One Ashburton Place
Boston, Massachusetts 02108

William F. Weld
Governor
Kathleen M. O'Toole
Secretary

(617) 727-7775

July 3, 1996

Dear Readers and Participants,

We are very fortunate to have been able to create a D.A.R.E. Summer Program to enhance that which has already proven to be a tremendous success. Through the hard work of many public safety employees, police officers, and education professionals the D.A.R.E. Program can be credited with many victories. From building partnerships and friendships to preventing substance abuse and saving lives, the uniqueness of this program is like no other. Its true value will have to be measured as it is tested by time, however, for each of the several children that have credited their D.A.R.E. training as the tool they used to escape abduction, its value is and always will be immeasurable.

As a parent, I am very pleased with the program and its progress. I am grateful and proud to be a part of its inception and delivery. As the Secretary of Public Safety, I am forever impressed by the dedication of the professionals, both police and civilian, that have played and continue to play such a significant role in the success of the D.A.R.E. Program, both during the school year and the summer session.

Each new D.A.R.E. graduate represents another potential success story, a success story that can be credited to parents, to teachers, to D.A.R.E. Officers and, most importantly, to the students themselves.

Again, thank you for your dedication and your participation. I hope that this year's program proves to be enjoyable and beneficial to all.

Sincerely,

Kathleen M O'Toole

Kathleen M. O'Toole
Secretary of Public Safety

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Geo
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Fra

The Commonwealth of Massachusetts

Governor's Alliance Against Drugs

One Ashburton Place, Room 611

Boston, MA 02108

Tel: (617) 727-0786

Fax: (617) 727-6137

William F. Weld
Governor

Georgette Watson
Executive Director

Francis X. Pisegna
Chief of Staff

July 2, 1996

Dear Participants and Colleagues:

It has been a rewarding experience to watch the DARE Camp concept grow across the state. The relationship between law-enforcement officials and youth is an important one.

I have seen many smiles and received many appreciative remarks from parents and youth who otherwise would have spent the entire summer in the streets being "at-risk" to the ills of society. I salute volunteers who have made the DARE Summer Day Programs the success they have become.

I am honored the Governor's Alliance Against Drugs was included in the DARE Summer Day Programs' dream.

Sincerely,

Georgette Watson

Georgette Watson
Executive Director

Town of North Reading
Massachusetts
01864

Police Department
Edward M. Nolan, Lieutenant

664-3131

June 3, 1996

Dear Friends:

I would like to thank everyone who helped make the dream of a D.A.R.E. Summer Day Program come true: staffers, volunteers, peer leaders, community organizations and agencies, D.A.R.E. officers, local, state and federal law enforcement personnel, those who supported the D.A.R.E. Summer Day Program with donations and in-kind assistance and the members of the development/implementation team. Most specially, I would like to thank the families who trusted us with their children for learning, having fun and being a part of the dream.

I was amazed and proud to see so many people, at times 30 to 40 individuals at each of the regional programs, with so many different points of view and job experiences, come together, get along and work towards the common objective of developing and implementing the program. There were no disagreements and everyone enthusiastically lent whatever expertise or resource they could provide to this endeavor.

Well, this unique, perhaps one-of-a-kind program became a reality during the summer of 1993. I know the success was shown in the formal program evaluation, it was also shown in the emotion displayed -- and the comments made by all who attended this magical experience. The program was in great demand for the summer of 1994. The program was adopted by several communities and regional programs were scheduled for Lowell and Holyoke. There were other communities and organizations who had requested the program. However, it was decided to slow the expansion of the program and they were placed on a waiting list, much to their disappointment.

In 1994 the State Legislature and Governor William Weld supported a D.A.R.E. line item in the State's Budget. During 1995, their support continued and additional funding for the D.A.R.E. Summer Day Program was provided. The additional funding and the enthusiastic support of the Executive Office of Public Safety and the District Attorneys of Massachusetts have seen the program grow from two regional sites to 13 sites. From our teeter - tottering first steps in 1993 when about 300 children participated in the program - it is anticipated that as many as 3,000 to 4,000 at risk youth will attend.

What made this program special?

It is the mix of adult and adolescent team leaders working as partners to give of themselves to their campers. It is the realization that we are working towards making a dream come true. Everyone believes that we are providing a positive experience for our children -- our most precious natural resource. We (child, teen and adult) all believe that the cycle of drugs and violence can be broken, with hard work, commitment and caring. We also trust and respect one another. We believe in and to support each other. Finally, we believe that there is hope for the future, if we take the time to do something that makes a difference.

In closing, remember that kids do not make drugs. They do not make the movies or write the music that glorifies drugs, gangs, sex and violence -- adults do. So as adults let us continue to work cooperatively and diligently together to end these influences that are stealing our children away. Let us go beyond our commitment to the D.A.R.E. Summer Day Program and become activists for what is right, and let us end the nightmares our kids have today and allow them to dream and hope, as we did so many years ago.

For The Children,

Ed Nolan
Past President,
Mass D.A.R.E. Officers Association

Contents

Recycled Paper

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Approved by: Philmore Anderson III, State Purchasing Agent

Foreword

Project D.A.R.E (Drug Abuse Resistance Education) was developed in 1983 as a cooperative effort by the Los Angeles Police Department and the Los Angeles Unified School District.

The major goal of D.A.R.E. is to prevent substance abuse among school children. By targeting young children, D.A.R.E. seeks to prevent adolescent substance abuse, thus reducing the demand for drugs.

The DARE Summer Day Program

The idea for the D.A.R.E. Summer Day Program originated with Lieutenant Edward W. Nolan of the North Reading, Massachusetts Police Department, and William Paterson, Deputy Director of the Massachusetts Governor's Alliance Against Drugs. They sought to develop an initiative that would incorporate the D.A.R.E. curriculum into two week-long programs that offered educational workshops and fun activities. They brought their idea to Ms. Sheila Foley of the Massachusetts D.A.R.E. Training Center and Ms. Georgette Watson, Executive Director of the Massachusetts Governor's Alliance Against Drugs who supported it. The first D.A.R.E. Summer Day Program took place in Lowell, Massachusetts during two weeks of August, 1993.

Purpose of the manual

The purpose of this manual is to assist communities in implementing a D.A.R.E. Summer Day Program. This manual acts as a guide in organizing a community to establish a comprehensive program targeting fourth and fifth graders.

Structure of the manual

The basic components of the manual involves the steps described in the following paragraphs. These components include: funding, planning, curriculum, staffing and volunteers, media, outreach, location, transportation, food, program structure, evaluation and follow-up.

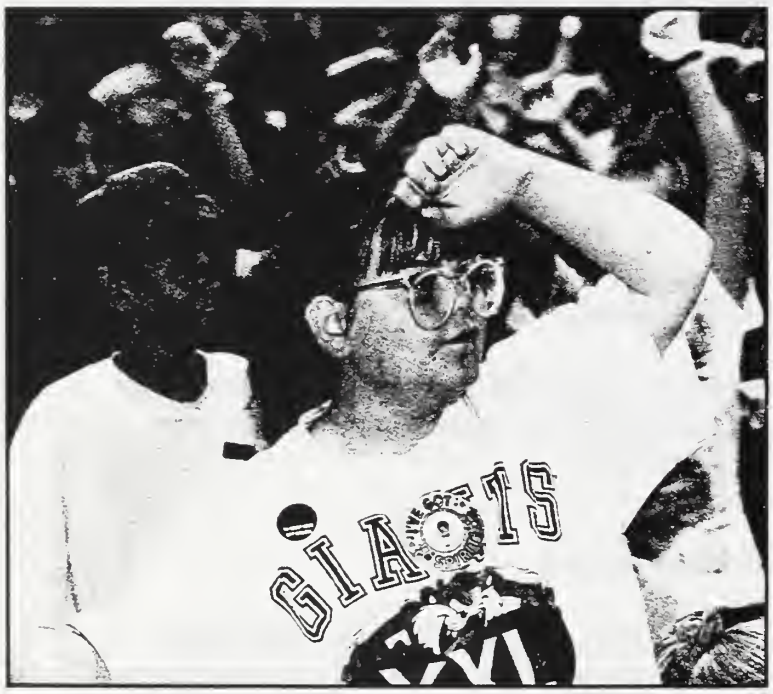
A Note on D.A.R.E. Officer Volunteers

Volunteerism and community involvement are promoted throughout D.A.R.E. Officer Training. When it came time to locate officers, a teletype was sent to all of the police officers who had been trained, requesting their involvement in the Lowell D.A.R.E. Summer Day Program. Each officer interested in participating was responsible for making arrangements within their agency to participate.

Step 1: Establishing the Development Committee

Program organizers must secure the participation of influential community members who will commit their time and efforts to the demanding process of planning a program. A successful committee will be made up of individuals who will secure key resources. They are also encouraged to recruit new members for the Committee. The Committee should be large enough to create sub-committees for certain tasks (See Appendix for Lowell Development Committee list).

Once formed, the Development Committee must set a regular meeting time and location. This location must be convenient for all committee members and must be a place that is available when the committee needs it. The Committee should begin meeting and devising plans for the program. When they meet they should have a prepared agenda, set limits for meeting time and document discussions. One member of the Committee should be designated the Secretary.



A sense of life's wider possibilities is one outcome of a Summer D.A.R.E. Program.

Funding

First and foremost is the issue of funding. It is of great importance that the Committee develop and implement the program on a "shoe-string budget" The program should run on as little funding as possible with the help of small grants, volunteers, donations and in-kind contributions. Funding should be obtained to hire at least one staff member in the beginning planning stages. This could be done by obtaining a grant to hire the Program Director (Other funding issues are discussed later in the manual).

Another key task of the committee is to choose a date for the program. It should be a time during the summer in which no other programs for this age group are taking place. The program is designed for one week. The Lowell program ran two one-week sessions in order to reach a greater number of participants.

The Committee then needs to develop goals and objectives for the program. Goals and Objectives of the Program are: "to supplement existing community programs that address the training and social skills needed by youth so that they can identify the pressures they will be confronted with to use drugs, join gangs and/or commit other illegal acts, such as violent behavior, as they re-enter school. High-risk students, in grades four and five will be the priority target population."

The objectives of the program are:

- **Supplement school/community prevention programs as students prepare to start the new school year;**
- **Establish positive contacts between children, law enforcement and the community;**
- **Establish and broaden community/agency networks;**
- **Reinforce the concept that the community cares;**
- **Develop and/or broaden student support systems;**
- **Expose youth to violence prevention;**
- **Develop team building;**
- **Expose youth to a college environment and other awareness heightening events;**
- **Provide hope.**

Program goals and objectives should be developed to fit the needs of the community and those that will be attending the program.

Recommendations: Staffing

Goals and objectives necessitate staff. Hiring one staff member at a time could be a solution to the problem of limited funds in the beginning. Staff members needed depends on the number of program participants. Also, the more volunteers you get the less you need to worry about staffing those positions. This is where in-kind contributions come in to play . For example, the police agencies will cover expenses for their D.A.R.E. Officers for the week. Keep in mind during the hiring process that hiring staff from the community where the program will take place is helpful. They are often aware of community resources and are familiar with the area and its population. (See Appendix for Job Descriptions).

Site

The Committee should also locate a site. The Committee may decide to designate a sub-committee to this task or allow one of the staff members to follow through on arrangements.

Step 2 : Development of Sub-committees

The sub-committees described below reflect the key components of the D.A.R.E. Summer Day Program. Development of these sub-committees ensures that all areas of program implementation are covered.

Curriculum/Workshop Sub-Committee

This sub-committee must review the modified D.A.R.E. Curriculum and make sure it fits the needs of the program. The 17 week D.A.R.E. Curriculum was modified to fit the Lowell Summer Program (See Appendix for Modified D.A.R.E. Curriculum). In addition to reviewing the D.A.R.E. Curriculum, the sub-committee must incorporate educational workshops into the program. Examples of workshop topics include: Street Safety, Environmental

Awareness, Cultural Diversity, A Success Game and Violence Prevention (these topics should reflect the needs of the community). The sub-committee also needs to locate and secure workshop facilitators and ensure that workshop materials are age appropriate (See Appendix for workshop descriptions and Recommended Timeline).

Personnel Sub-Committee

This sub-committee is responsible for securing individuals who lead classroom and outdoor activities for the program. Among these individuals will be D.A.R.E. Officers who should be contacted through the statewide D.A.R.E. Officers Association and asked to participate in the program.

Peer Leaders and Project Aides must also be secured. This task can be the responsibility of the sub-committee, the staff, or both. They should be looking to hire experienced Peer Leaders who would be available to work for the one or two weeks of the program. Local schools and human service agencies should be contacted and asked to participate in the referral of Peer Leaders from their school/agency. It is necessary to hire experienced Peer Leaders because of the responsibility imposed upon them. Project Aides are less experienced adolescents who volunteer but gain valuable experience at the same time. The most important aspect of hiring the Peer Leaders and recruiting Project Aides is obtaining local youth who are culturally diverse and represent the participant population. Many of the teen leaders should be bi-lingual, which is of benefit to the staff who often can not communicate with some parents.

Personnel

The staff should designate one person to greet the Workshop and Curriculum Presenters each day to show them to their assigned classroom. There should also be someone available to take pictures daily. These pictures can immediately be converted to slides for a slide show during graduation.

The Program Director should also be responsible for maintaining a detailed description of daily expenditures and receipts.

Volunteers

Volunteers can be recruited in many ways. In the information packet that is sent to parents, a request for volunteers can be included. A local elderly volunteer program can be notified of the search for volunteers. An advertisement or news item can be placed in the newspaper which may result in volunteers.

Having volunteers available to help with unexpected obstacles is important when the staff becomes short-handed. It is also great experience for those volunteers who don't work in the human service field to become exposed to prevention programming.

Although it is important to have volunteers, it is also important not to have too many

volunteers. A local Lending group of Shawmut Bank donated the time of their employees (one day each) for the two week period. This alleviated the need for volunteers on some days. Coordinate the number of volunteers each day with the particular activities taking place that day. For example, Monday is a busy day because the children are coming to the program for the first time and need extra guidance. Also, the graduation ceremony and barbecue require more volunteers to assist guests.

Businesses with a stake in their community can be an effective source of volunteer assistance.

Training/orientation

Training should take place for all those who will have a consistent presence at the program. A training packet should be completed and distributed to these staff/volunteers before the program so that they may review necessary materials. (See Appendix for Outline of Training Packet). This packet should be distributed three weeks to a month before the start of the program. The training packet should include information such as dates, times and location program structure, accommodation information and other pertinent information. Staff/volunteers should be trained in the area of program logistics as well as other issues such as at-risk children, identifying abuse amongst participants, interacting with a culturally diverse population and clarification of roles. An orientation day is necessary for key members of the staff. This allows for a review of the training packet, a tour of the site and a question and answer time before the program actually begins. During the training, afternoon games should be played so that staff could be familiarized with the concepts surrounding cooperative games, also so that barriers (if any) could be broken.

It is essential that everyone attend the training/orientation day. Familiarization of the site and program structure can make a difference especially for those staff/volunteers who won't be attending until the second week. Allowing the staff to become acquainted and connect with one another is an important part of the orientation. Building a team that will work together to make the program succeed is ideal.

A trained mental health counselor or psychologist should be available at all times during the program, either on site or on call. Unexpected issues may arise during the course of the program.

Fundraising Sub-Committee

This sub-committee is responsible for obtaining funds for salaries, petty cash and other program supplies. Presentations to larger corporations for donations or program funding should be headed by this sub-committee. Many funder's application deadlines are in July and October for the following year. These presentations should be made by the end of January, although some funders may have specific guidelines. This sub-committee should also solicit contributions in the form of staff lunches from local restaurants and program supplies such as

arts and crafts materials, paper and pencils, T-shirts and photo equipment. Staff from this sub-committee should also contact and secure afternoon entertainers such as a magician, puppeteer, etc.; depending upon what types of afternoon activities the Development Committee chooses to provide. (See Recommended Timeline).

Media Sub-Committee

The media sub-committee is responsible for planning outreach strategies, including the recruitment of participants, distributing brochures through schools, human services agencies, religious institutions and promoting the program during public events. This committee should also develop and organize the press coverage for the program. (Samples are included in Appendix) Representatives from the local newspaper and media, and regional media should be invited to attend and observe the program. Outreach should continue throughout the summer. (See Recommended Timeline)

Media coverage should take place at various stages of the planning process, from the beginning of the Development Committee to the final day of the program and the evaluation

Recommendations: A note about insurance

Once the planning process was under way, legal issues about the program name "Camp" arose. It was brought to the group's attention that the label "Camp" would mandate

Monday, August 13, 1993	
Time	Activity
8:00- 8:30	Registration and check-in
8:30 - 9:15	Icebreakers and New Games
9:15 - 10:15	Educational Activity #1
10:15 - 10:30	Break and snack time
10:30 - 11:30	Educational Activity #2
11:30 - 12:30	Lunch
12:30 - 1:30	Recreational Activity #1
1:30 - 1:45	Afternoon Break
1:45 - 2:30	Recreational Activity #2
2:30 - 3:30	Recreational Activity #3
3:30 - 4:00	Daily debriefing by participants and departure
4:00 - 4:30	Staff debriefing

physicals and special insurance. It was at that point that the name was changed to **"D.A.R.E. Summer Day Program"**. In an ideal situation, participants would have physicals, a First Aid Station would be set up, an EMT would be on staff and a designated physician would be on call. All program participants must have some type of medical forms completed and located at the program site in case of an emergency. (Contact the Department of Public Health for requirements for medical forms)

Liability insurance may be required by the site/facility management. For example, the University of Massachusetts Lowell required one million dollars in liability insurance coverage for the two week period. The cost of liability insurance for the Lowell Program was $1600.00.

Transition

Once the staff is on board, the sub-committees should step back from their tasks and transition the work to the permanent staff. The sub-committees should continue to help pull in outside resources and put things in place for the final program.

A helicopter demonstration by Massachusetts State Police created a powerful impact.

Step 3 : Outreach to Program Participants

Staff should consult with the media sub-committee who will have been organizing outreach strategies. The media sub-committee should be able to step back and let the staff follow through on outreach and the intake of registrations (See Appendix for sample registration forms).

Once registration forms are completed and returned to the staff, an informational packet should be sent to the parent/guardian of the registrant. This information packet should include a brief description of the program, goals and objectives, program content, information about transportation provided and a medical form to be completed and returned to the staff to be kept on file. All incoming information should organized and stored on a data base.

Recommendations: Outreach

Outreach should begin in early April. It is important to disseminate the information to the entire community and ensure that culturally diverse populations are included. Providing the community with brochures and registrations in different languages and having the resources to get this information out to these communities is essential. There are many children who will be left out if this is not addressed. (See Recommended Timeline)

Step 4: Program Structure

The following table is an illustration of a typical schedule of any given day during the week.

Schedule Explanation

On the first day of the program children should first check-in and make sure that they are registered. Once they are registered, they should be placed in teams (See section below for full explanation of teams). After check-in, they should spend some time playing icebreakers and new games. The team should also complete the "Full Value Contract".

The Full Value Contract is a teambuilding activity that will enable participants of a group to develop a sense of respect for each other (See Appendix for description.) This time allows children to become acquainted with their team leaders and other children on their team. The first classroom activity takes place at 9:15am. During this time there are three (3) D.A.R.E. lessons taking place and two (2) educational workshops being presented.

Teams are split up to attend activities. For example, Teams 1 & 2 will attend one D.A.R.E. lesson in classroom #1, Teams 3 & 4 will attend a D.A.R.E. lesson in classroom #2, Teams 5 & 6 will attend a D.A.R.E. lesson in classroom #3, Teams 7 & 8 will attend a Street Safety Workshop in classroom #4 and Teams 9 & 10 will attend a Street Safety Workshop in classroom #5. (This will all depend on the number of activities that are going on and the classroom space available to you — See Appendix for forms of sample schedule & room assignments)

Step 5: Team Structure

Participants are grouped into teams. Each team includes a Team Leader/D.A.R.E. Officer, a Peer Leader and a Project Aide. (A blank form is included in the Appendix to help you organize leaders) These teams should stay together for the entire program. They should go from activity to activity together. They can be grouped with other teams during each activity, but no two teams should be together all the time. This enables the participants to get to know other team members.

Recommendations: Team Issues

The team structure is an effective tool for exposing the participants to children from different backgrounds. It is suggested that teams not include more than 12 members. If it is possible increase the number of teams before you increase the number of team members. A ratio of one (1) adult leader to four (4) team members is ideal. Some of the participants may need special attention, such as children with Attention Deficit Disorder or handicapped children. To ensure that these children receive an enriched experience and at the same time the attention they need, do not overburden the teams and team leaders with extra members. Both the leaders and the participants will benefit from this recommendation.

An important issue brought up in the evaluation is that of returning program participants. If your program runs for a two week period, and each week is a separate session, it is recommended that you do not allow participants who attended the first session to attend the second session. Allowing them to return the second week may cause disruptions within the team, during classroom activities and in the program itself. These children have already participated in the classroom activities - so they know the answers to many of the questions. They can easily get bored with activities because they have already done them, and will often spoil surprises that are planned during the program.

Another recommendation for team structure is separating siblings whenever possible. Many times having siblings on the same team inhibits the participation of one of them. They will often sabotage each others' learning process. Some may also argue and cause fights with each other. It is true that not all siblings will behave this way or that some parents may request that they be put together, but it is a topic for discussion when organizing teams.

Teams were organized so that there were an equal (or close to equal) number of females and males. Start to organize the teams about two weeks before the program up until registration deadline (which should be the Friday before the first Monday of the program). Accepting late registrations is at the staff's discretion. (Blank forms are included in the Appendix that will help you organize teams. A daily attendance sheet is also included.)

Team Leaders/D.A.R.E. Officers should not wear their uniforms during the week. They should dress in leisure clothes Monday through Thursday. On Friday there will be a graduation ceremony held in which all officers should be dressed in uniform. We asked the officers not to promote the fact that they were police officers during the program so that they could break down the stereotypes that children have of police officers. Many children from different cultures have preconceived notions about law enforcement officers. Some children or their families may have had previous experiences with police and bring with them these

stereotypes. The officers are able to act as role models to the children during the week. On the last day when the officers came in with their uniforms on, many of the children were surprised that they were police officers and admitted to a having a new opinion of law enforcement.

Interaction between officers and young people is a core benefit of D.A.R.E.

Step 6: Logistical Considerations

Transportation

Providing transportation for program participants will allow some children to attend that otherwise would not be able to. Contact a local bus company or other transportation agency and ask them to get involved with the program. They may decide to provide transportation for free or at a reduced rate. Peer Leaders should be assigned to escort participants to and from the program. They should also have a list of each child, their bus stop and what team they are on.

Staff should generate a list of participants, what bus they are arriving and departing on and what team they are on. This list should be kept by the staff to ensure that children return home on the correct bus. Bus numbers should also shown on the Team Leader's listing of team participants . (See blank form in appendix that show bus assignments and team participants)

Recommendations: Transportation

Transportation for the Lowell program was provided by the Massachusetts National Guard Drug Demand Reduction Unit with the help and direction of the Boys Club. The Boys Club assisted the staff with mapping out a route according to where the participants lived, and then trained the National Guardsman to follow the route.

If a child does not show up on a given day, and the parent/guardian does not call in their absence, a phone call should be made to their home to ensure that the child has an excused absence. Also, at the end of each day at least one staff member should wait at the site until all of the buses have returned and all of the children are home.

Many of the participants did not take a bus and were either transported by their parent/guardian or walked home. These children had to have a note from their parent/guardian notifying the staff of other transportation arrangements. Those who were being picked-up had to wait in a designated area with a staff member or volunteer.

The University of Massachusetts Lowell site turned out to be an ideal setting for our program. The Massachusetts National Guard provided tents to be used as a registration/staff lunch tent and a first aid tent located on the softball field. The softball field was used as a landing pad for a demonstration done by the Massachusetts State Police helicopter and K-9 Unit on one of the afternoons.

Step 7: Graduation Ceremony

The climax of the entire week will be the graduation ceremony. The graduation is a ceremony in which all participants receive certificates of completion and D.A.R.E. Summer Day Program T-shirts. Sponsors, volunteers and staff should be recognized for their efforts and families and friends should be invited. Volunteer appreciation certificates should also be distributed. Graduation program booklets which will include the names of graduates and team leaders should be printed. During the week slides can be made of the participants engaging in different activities. These slides should be processed in time for the ceremony. During the ceremony, children should sit with their teams. A slide show can be presented to the audience with pictures of the children painting T-shirts, playing cooperative games, participating in classroom activities, eating lunch and just sitting sound enjoying the day (See Appendix for sample certificates).

Recommendations: Graduation

The Lowell program's graduation ceremony was a forum for children to be congratulated on completing the program and awarded D.A.R.E. Summer Day Program T-shirts and Certificates of Completion. Special thanks went out to all of those who made this program possible.

The days activities culminated in a family barbecue. Families were invited to meet Team Leaders and program staff. Hamburgers, hot-dogs and salad were served by the staff while a folk singer performed in the background. Pictures were taken and addresses were exchanged.

Graduation ceremonies proved to be a powerful event for both officers and young people.

The graduation ceremony and family barbecue are necessary. Not only does it give the parents a chance to see what their children have been learning all week, it gives the staff and volunteers a form of gratification that can not be obtained at any other time. Just seeing the faces of these children and hearing the thanks from them is irreplaceable. It gives a closure to the week that provides a feeling of completion.

Food

Contact The Department of Agriculture's Regional Office for a contact person in your area. They can assist the staff in finding out about Summer Food Service Programs. Morning snacks and lunch should be provided for program participants. Morning snacks can be donated by local supermarkets and distributors, and water for the afternoon breaks can be donated by a local spring water distributor. Parents/guardians should be asked to ensure that their child eat a nutritionally balanced breakfast before coming to the program.

Recommendations: Food

Lunches for our program participants came from the Massachusetts Department of Education - Department of Nutritional Service. Due to the strict guidelines enacted by this department, those present at the program over the age of eighteen were unable to eat the food provided (This is an example of the little things that can affect programming). Staff members solicited donations from local restaurants to feed the staff and volunteers daily. Four restaurants donated food for one day each week. Funding for the food for the family barbecue on the last day was donated by the local regatta club. Locate resources within your community to donate the snacks, juice and water. There may be agencies within your community that offer summer feeding services to programs that target high-risk children.

Site

Procuring a college campus in implementing this program can be invaluable. Some universities may provide programs with in-kind contributions such as meeting space, supplies, classroom space, an auditorium, a gymnasium, an office, a telephone, computers, media equipment, a softball field, the use of dormitory facilities for staff coming from out of town, police and custodial support. All morning activities can take place in classrooms or an auditorium and the afternoon activities can take place either at the fields or in courtyards or other open areas. Having an entire building dedicated to the program is of great benefit on rainy days . Activities can be moved around and everyone can be accommodated.

Recommendations: Site

It is recommended that a university, community college or school with a large amount of land be chosen for your program site. Not only will this arrangement be beneficial to the program but also to the institution's commitment to their community. Having the open space available to the program participants is an added bonus. Many high-risk children come from inner-city dwellings where there is a limited amount of play area. A park or open field can do more for a child than one would think.

The use of dormitory facilities is very helpful when recruiting staff members for the two week period. During the Lowell program many of the State Police officers came from across the state and would not have been able to travel each day. Many of the Project Aides also came from across the state. When accommodating staff ensure that minors are supervised by an adult.

Step 8: Evaluation

Evaluation should be conducted throughout the program. There should be a separate participant evaluation and a staff evaluation. The Development Committee and/or staff could accomplish this in a few different ways. Staff could hire an outside evaluator, if funding allows, ask the local university or college if they have students who have some experience in program evaluation or there may be someone on the staff or the Development Committee who has evaluation skills. The evaluation could be designed by either the Development Committee, the staff or both.

Recommendations: Evaluation

Participant Evaluation

The original plan for the Lowell Program for obtaining an evaluation from the program participants consisted of asking the participants two questions during their team debriefings at the end of the day. Those questions were: "What was your favorite part of the day", and "What was your least favorite part of the day". Although this appears to be a very easy evaluation process, many of the leaders were finding out that some of the children could not

Their smiles say it all.

read or write. The plan was modified so that the leaders either wrote the answers on the board (this include specific activities that took place during that day), or helped the children write the answers on index cards.

It was decided that on the second week a more informal evaluation would take place. Team Leaders sat down with their team and asked them questions about each activity during that day and what they thought about that activity. Lists were compiled by the Team Leaders and submitted to program staff.

Staff Evaluation

The evaluation by the staff seems to have gone more smoothly. The staff would meet for a daily debrief each day at 4:00pm. Team Leaders were asked if there were any problems that day and suggestions were given by other staff members to rectify the problem. Changes were implemented the next day and then evaluated. This system seemed to work because the day was fresh in everyone's mind. The only shortcoming to this plan was that some of the Peer Leaders were assigned to chaperone the children on the buses and missed the debriefing. They sometimes did not get information regarding program adjustments.

Program Evaluation

Along with the evaluation from the staff, a questionnaire was developed for program staff, volunteers, the Development Committee and curriculum/workshop presenters. Questions were asked about all aspects of the program from planning to evaluation.

Results

The results of all three evaluations were positive. Except for a few logistical problems everything went smoothly. Many of the evaluations stated that the program exceeded expectations and should be held again next year not only in Lowell but elsewhere. (See complete Evaluation Reports in Appendix)

Follow-up

Encourage staff to keep in touch with their team participants and each other after the program has ended. Team Leaders, Peer Leaders and Project Aides can write letters to the children. D.A.R.E. Officers and other staff in the area can visit the local schools to talk about the program as well as see the children who participated. This is an important part of the program because of the consistency that can be generated in the lives of the children who attend. There is a possibility that it is the only consistently positive relationship that they have. A final evaluation meeting should be held at the conclusion of the program. This will allow the staff to de-brief their experiences. Staff can also keep in touch by getting together and updating each other on other programs and their activities.

Commitment

Once a committee develops and decides to implement a program, they also need to understand the importance of replicating the program in the future. The program can always be improved upon and expanded. Consistency is necessary when providing children with for the future.

Notes *

* The timeline presented in the Appendix represents the one used by the Lowell program in which planning began in October and November and program implementation took place in August. Use this timeline as a guide and tailor it to the time that your community has available.

* If you decide to reprint any of the materials included in this manual, please acknowledge the authors.

Best Wishes

It is our hope that this manual will help you to implement a D.A.R.E. Summer Day Program in your community. Use the manual as a guide, network within and outside of your community. Remember to tailor the program to the needs of your participants. Best Wishes. For further information please call:

Lt. Ed Nolan, President, Massachusetts D.A.R.E. Officer's Assoc.
N. Reading Police Department
152 Park Street
N. Reading, MA 01864
(508)664-6031

Michael O'Toole
Director of Grant Programs
Executive Office of Public Safety
100 Cambridge Street Room 2100
Boston, MA 02202
(617)727-6300 ext.347

Sheila Foley
Drug Education Coordinator
Criminal Justice Training Council
702 S. Westfield St.
Feeding Hills, MA 01030
(413) 786-0000

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This Manual was written by Brenda Bond. Design and Production by Bill Plante for the Massachusetts Governor's Alliance Against Drugs.

Appendix & Support Materials

Appendix I

Registration Form

FREE! SUMMER DAY PROGRAM 8 AM to 4 PM
For children entering grades 4 or 5

Send
your child free! Gratis! Choose either week:
Session I: Aug. 9-13 or Session II: Aug. 16-20

D.A.R.E. TO KEEP KIDS OFF DRUGS

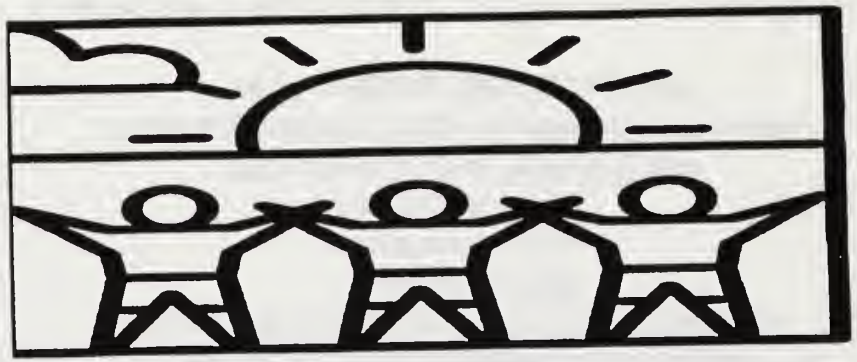
FUN! EDUCATIONAL! RECREATIONAL -> Free Lunch, T-shirts, transportation!
Reserve a space for your child now - call 934-4677 Lowell

Space is limited.
Child must be entering Grade 4 or 5 in the Fall.

Sponsored by the Mass. D.A.R.E. Officers Assoc. and the Governor's Alliance Against Drugs

Massachusetts D.A.R.E. Summer Day Program Collaborative Team

The Governor's Alliance Against Drugs
The Massachusetts D.A.R.E. Officers Association
The Massachusetts D.A.R.E. Training Center
The Lowell Community/University Partnership
D.A.R.E. Massachusetts, Inc.
Massachusetts National Guard
University of Massachusetts, Lowell
University Of Massachusetts Campus Police
Lowell School Department
The National Parks Service
Lowell Saving Lives
Race Against Drugs
Lowell Housing Authority
Lowell House, Inc.
The Lowell Regatta Festival
The Prevention Network
Massachusetts State Police
Drug Enforcement Administration
The Massachusetts Attorney General's Office
The National Youth Sports Program
City of Lowell
Lowell Police Department



Massachusetts D.A.R.E. Summer Day Program

Drug Abuse Resistance Education

August 9 - 13 & August 16 - 20, 1993

Sponsored By

The Mass. D.A.R.E. Officers Association
The Mass. D.A.R.E. Training Center
&
The Governor's Alliance Against Drugs

In Collaboration With

Lowell Community/University Partnership
University of Massachusetts - Lowell
The National Park Service
The Lowell School Department
Lowell Saving Lives
Mass. National Guard
Drug Enforcement Administration

Massachusetts D.A.R.E. Summer Day Program

Five Full Days of Fun and Learning, Free of Charge
For Boys and Girls
Entering Fourth and Fifth Grades in the Fall

Program Enrollment Includes:

- **Transportation To and From Program**
- **Lunch**
- **T-Shirts**
- **Learning Opportunities with D.A.R.E. Officers**
- **Recreational Adventures**
- **Arts and Crafts**
- **Sports and Special Games**
- **Graduation Party for Participants and Family**

The D.A.R.E. Summer Day Program Training Site will be at the University of Massachusetts - Lowell South Campus. Daily Transportation from neighborhood pickup locations to and from the site will be provided. Lunch will be provided to participants.

D.A.R.E. Summer Day Program will provide a structured environment that will instruct young people in responsibility, leadership, risk identification, decision making, discipline and awareness. The framework will help participants recognize the dangers of drug abuse, gang membership and other illegal activity.

For More Information, Call Steve Link or Brenda Bond
Tel. (508) 934-4677

D.A.R.E. Summer Day Program Registration Form

Child's Name_____
Address_____
_____**Zipcode**_____
Age_____
Telephone_____
Name of School_____
Grade in Fall_____
Choose Week 1 ☐ **or Week 2** ☐

Emergency Contacts

Name_____
Relationship_____
Home Phone_____
Work Phone_____
Are your children qualified to receive free or reduced-price school lunch? Yes ☐

Physically challenged participants, please call, in advance, 934-4677. In the event of injury, the D.A.R.E. Summer Day Program staff is authorized to obtain any necessary medical treatment.

X_____
Parent or Guardian Signature

Send To: **D.A.R.E. Summer Day Program**
c/o Lowell Community/University Partnership
Wannalancit Mill
1 University Ave.
Lowell MA. 01854
(508) 934-4677 FAX (508) 934-3026
Mail Registration Today! Applications Processed on First-Come, First Serve Basis!

A packet will be sent to confirm enrollment and provide details.

Appendix II

Confirmation Packet

Transportation Forms

Medical Forms

DARE Summer Day Program

c/o Center for Family, Work and Community
University of Massachusetts Lowell
1 University Avenue
Lowell, MA 01854
(508) 934-4677

Dear Parent/Guardian:

We're so glad that your child will be attending the DARE Summer Day Program. It's going to be lots of fun for all involved. There are a few things that we think you should know about the activities of the week:

1) Each child will be chaperoned on the bus ride to and from the program;
2) Children will be placed in groups of 20 with 3 adult leaders per group;
3) Medically trained personnel will be on site;
4) All educational materials presented will be appropriate for the age group;
5) A nutritionally balanced lunch will be provided;
6) Morning activities will be inside, afternoon activities will be outside.

You must fill out the enclosed forms so that we have all the information that we need, otherwise your child will not be permitted to attend the program. If your child misses the bus you must provide transportation. Also, please contact us at **934-3950** if your child will not be attending on any given day.

We are also looking for volunteers to help out with the program. If you are interested in volunteering and joining your child in this wonderful experience, please contact Brenda Bond, Asst. Coordinator at (508) 934-4677.

Please be sure that your child eats a nutritionally balanced breakfast to maximize the value of this program. Thank you.

Yours truly,

Steven A. Link

Steven A. Link
Program Coordinator

Transportation Assignment
D.A.R.E. Summer Day Program
934-4677

Child's Name: _____

Bus Pick Up and Drop Off Points (Check One) √

A. Morey School, 114 Pine St.

B. Murkland School, 350 Adams St.

C. Shaugnessy School, 1158 Gorham St.

D. Reilly School, 115 Douglas Rd.

E. Pawtucket Memorial Sch., West Meadow Rd.

F. Varnum School, 115 Sixth St.

RETURN this portion with Medical Information Form <——

---------- cut here ----------

SAVE THIS PART FOR YOUR RECORDS !

Bus Pick Up and Drop Off Points (Check One) √

A. Morey School, 114 Pine St.
B. Murkland School, 350 Adams St.
C. Shaugnessy School, 1158 Gorham St.
D. Reilly School, 115 Douglas Rd.
E. Pawtucket Memorial Sch., West Meadow Rd
F. Varnum School, 115 Sixth St.

Pick up Mon-Fri: 7:30 AM Drop off Mon-Thurs: 4:30 PM

FRIDAY: 3:30 PM drop off

D.A.R.E. Summer Day Program
508 934-4677

AUTHORIZATION FOR MEDICAL TREATMENT OF MINORS

I, _____, do hereby authorize any and all emergency medical care and treatment deemed necessary by the emergency medical technician (EMT) or other staff personnel certified to provide emergency first aid at the D.A.R.E. Summer Day Program for:

_____	_____	_____
Name	Age	Relationship

At the discretion of the Camp Coordinator, or the senior Emergency Medical Services (EMS) person on site, emergency medical care or first aid may be provided by attending EMS personnel as may seem reasonably appropriate in the event of illness or injury. If a determination is made by EMS staff or other EMS personnel responding to the site that further medical treatment is warranted, the Lowell Community EMS system will be activated and the camper will be transported to an appropriate local medical facility by the EMS rescue vehicle. Parents or guardians will be notified as soon as practical.

Any known allergies _____

Medication(s) currently being taken: _____

_____

Pertinent medical history: _____

_____

Family doctor: _____ Telephone: _____

Insurance Company: _____

Insurance Identification Number: _____

Signature of Parent/Guardian
Completing this Form ..... X_____

Print Name: _____ Date: _____

MEDICAL INFORMATION FORM

Child's Name: _____

Street: _____

City, State & Zip: _____

Date of Birth: _____ Telephone: _____

Emergency Contact (after parents or guardian): _____

_____

	Year Immunized
Tetanus	_____
Diptheria	_____
Polio	_____

Has had vaccination/disease for the following:

- ☐ Measles
- ☐ Mumps
- ☐ Rubella
- ☐ Pertussis
- ☐ Chicken Pox

COMPLETE NEXT PAGE, TOO!

MAIL TO: D.A.R.E. Summer Day Program
c/o Lowell Community/University Partnership
Wannalancit Office & Technology Center, Suite 109
Lowell, MA 01854

Medical History: (give dates and full details for any 'yes' answers)

	NO	YES	Year and Details
Serious Illness			
Serious Injury			
Deformity			
Surgery			
Skins, Glands			
Ears, Eyes			
Nose, Sinus			
Teeth, Tonsils:			
Dentures			
Bridge			
Chest, Lungs			
Heart:			
Murmer			
Rheumatic Fever			
Kidneys or Urine:			
Albumin			
Sugar			
Infection			
Bed-wetting			
Hernia (rupture)			
Back, limbs, joints			
Nervous condition			
Other (explain)			

☐ Allergy to medicine, food, plant, animal or insect toxin

☐ Any condition that may require special care, medication or diet.

☐ Asthma ☐ Convulsions ☐ Heart Trouble ☐ Contact Lenses

☐ Diabetes ☐ Fainting Spells ☐ Bleeding Disorder

EXPLAIN ALL CHECKED:

Appendix III

Letters from :
Program Director
Peer Leader
Parent/Community Leader
School Administrator

LOWELL PUBLIC SCHOOLS
89 Appleton Street
Lowell, Massachusetts 01852-2598

George N. Tsapatsaris
Superintendent

Tel: (508) 937-7647
Tel: (508) 937-7614
FAX: (508) 441-3761

September 1, 1993

Steven A. Link, Program Coordinator
D.A.R.E. Summer Day Program
c/o Center for Family, Work and Community
UNIVERSITY OF MASS-LOWELL
1 University Avenue
Lowell, Ma 01854

Dear Mr. Link:

At a recent meeting of the Lowell School Committee, at the request of Committee Member Kathryn P. Stoklosa, it was voted to thank and commend all parties involved in the outstanding Summer Program for nearly 300 youth from the Greater Lowell area who were able to attend and participate in this most worthy cause in the pursuit of a 'drug free society'.

As you indicated, Mr. Link, these youngsters will certainly touch others with a new outlook and a healthier approach to life.

With every good wish to all who assisted in organizing this remarkable program, may I on behalf of the Lowell School Committee, the parents, as well as myself, extend heartiest appreciation and congratulations on a job well done.

Sincerely,

George N. Tsapatsaris

George N. Tsapatsaris,
Superintendent of Schools

Lowell House, Inc.

Administrative Offices:
Outpatient Services
Driver Alcohol Education
Youth Intervention Program
Homeless Case Management
555 Merrimack Street
Lowell, MA 01854
(508) 459-8656 (TDD)

HIV/AIDS Program
555 Merrimack Street
Lowell, MA 01854
(508) 970-2697

Recovery Home
102 Appleton Street
Lowell, MA 01852
(508) 459-3371 (TDD)

The Glenice Sheehan Program
East Street
Tewksbury, MA 01876
(508) 640-0839 (TDD)

The Nichols Program
East Street
Tewksbury, MA 01876
(508) 851-7321 Ex. 2608/2609

Brenda J. Bond
Assistant Coordinator
Mass. D.A.R.E. Summer Day Program

Nov. 3, 1993

Brenda:

You mentioned in your last communication that people you were hearing from relative to the D.A.R.E. Program were apt to be parents, program sponsors, community members, etc.

My input about the program bridges several categories. One of my daughters participated in the camp. My agency, LHI, was one of the listed collaborators for the Summer Day Program. I observed the Summer Day process as both a representative of the City of Lowell in my capacity as a School Committee member, and as a parent and community member, as well as a Human Service administrator. I delivered the message of the exceptional work you have done at a School Committee meeting in September.

There have been numerous attempts in our city to offer basic, viable summer programming for youths, particularly those who are high-risk and under privileged. We have met with many failures over the years, in that our efforts have been fractured and lacked the unified approach necessary to have a measurable impact.

I must admit that I arrived at the University to view the D.A.R.E. program with the same concerns we have all been conditioned to have. *Will the involvement of Criminal Justice professionals compromise the impact of the program? Have the organizers excluded important players in the substance abuse and high-risk youth continuum in Lowell? Is this another political exercise meant to enhance the resumes of our political entities and/or institutions?* I must apologize for my approach since I found myself to be wrong in every respect.

My daughter, the best barometer I have for measuring the impact of such programs, was totally committed to the D.A.R.E. Camp. She came home each evening with a wealth of information that she **had** to share with our family immediately. She was at the door early each morning, ready to go, and was upset when the week ended. She is still talking about going to D.A.R.E. Camp next summer and about eventually becoming a camp counselor. She has participated in a number of similar programs in and out of school, but none have ever had anywhere near the impact of the D.A.R.E. experience.

Since I am an advocate of program evaluation, I often wonder what the best way of measuring the kinds of impacts I saw with my daughter might be. I think, unfortunately, that they cannot be measured in any scientific way...nor should they be. I know the D.A.R.E. programs have been the subject of some criticism lately because the results of the program are, to a great degree, intangible. Science has yet to spin up a method of measuring spirituality, character building, the development of individual vision and sense of mission that programs like D.A.R.E. tend to instill in our youths, and in adult participants. Yet, paradoxically, science needs some measurement of how programs work or they will not support them year after year.

When politics govern programs that are meant to change our culture, we meet with little success. Decision makers need to know immediately, for the gratification of their own positions, that something is or is not working. Consequently, many social programs that might otherwise have tremendous impacts are never given the chronological rein to achieve goals, for want of some numerical interpretation.

D.A.R.E. Summer Camp worked and will have a lasting effect on my child, Emily, and on her friends and new acquaintances who attended the camp at U. Mass., Lowell. As a parent (and I consider that my most important role in the community) I am able to measure the lasting impact of the camp by the posters and key fobs that still hang in Emily's room; by the D.A.R.E. literature

she keeps stacked neatly on a shelf; by the animated way she still relates her D.A.R.E. experience to her peers, parents and basically anyone who will listen, and by the D.A.R.E. button with her photograph that she has affixed to her winter jacket. I suspect she will lose that pin at some point, but never on purpose. It means far too much to her to let it go intentionally.

So....there you go. I have been a Human Services professional and administrator for over a decade, yet found it unnecessary to include any professional jargon in this letter, particularly relative to evaluation. The impact of your program lives on in the souls of the youths and parents who participated and cannot be compromised by a bureaucratic need to hold a measuring tape up against the experience.

I am sorry that what I have to say is so simple, but there is an elemental simplicity to what you have done for our children. You have shown them that there are alternatives to high-risk behaviors and you have filled them with the understanding that feeling good is more than a fleeting memory from a week in August of 1993. Emily understands a lot more about the spirit of positive peer pressure, and for that, I thank you.

Sincerely

Kenneth F. Powers, M.S.
Executive Director, LHI

Appendix IV

Workshop Descriptions

and

Modified D.A.R.E. Curriculum

The following are summaries of the Educational Workshops presented at the D.A.R.E. Summer Day Program in Lowell, Massachusetts.

Student Success

"Get elected class president", "Flunk your final", "Make honor roll!" These, plus a few detours for dropping out of high school and becoming involved with alcohol and other drugs are just a few situations school age children are exposed to that are represented on this innovative gameboard. What is so special about this game other than teaching youth the importance of staying in school? It's life-size.

This life-size gameboard provides a "safe", fun environment for children to learn in; they can learn the effects of real-life situations without real-life consequences. Scoring simulates the consequences each situation can have on self-respect, happiness, and income -- three elements of success.

As their own game piece, children literally step into situations by standing on squares, and tracking points on a scorecard. This seems to bring them closer to the experience, increasing the effectiveness and enjoyment of the workshop. Some creative youths who participated in past presentations became so absorbed they even acted out the situation!

The importance of the topics motivated the designers to create an interactive workshop that would hold the attention of young participants. Joyce Lynn Elder, a graduate of University of Massachusetts Lowell, and Jan Goodwill, an instructor in developmental psychology at the University of Massachusetts Lowell worked closely to ensure that it was appropriate for children between the ages of 9 and 12.

Help the youth in your community learn the importance of receiving a high school diploma and avoiding alcohol and other drugs. Call today!

Joyce Elder	(508)263-9455
Jan Goodwill	(508)251-3625

Violence Prevention

This workshop included activities and discussions around "What causes violence?", "What images come to mind when you hear the word violence?", What are the many types of violence?", and "What are some alternatives to violence?".

An icebreaker focused on "What causes violence?" Children brainstormed ideas and wrote them onto blown-up balloons. They then threw balloons into the air and tried to keep them up. Once three of the balloons hit the ground the group stopped. They then talked about how hard it is to juggle all of these ideas as well as what we all need to do to keep them up.

A chalkboard was used to illustrate the many different images and ideas that come to mind when you hear the word "violence". Violence was written on the board and children were asked to give ideas. These ideas were recorded on the board around "violence". They were then asked which images and ideas were connected to other images and ideas. Connecting the concepts showed the images of a web -- a web of violence. This activity generated discussion about the connections of violence and other social problems.

Children were broken down into groups, given a large sheet of paper and a marker, and asked to brainstorm what they thought the following terms meant to them:

Community Violence	School Violence
Family Violence	Friends and Violence
Sports and Violence	

They then presented their ideas to the group.

The last section of the workshop covered alternatives to violence. Children were asked "How do you deal with anger, or What do you do when you're angry?" Their answers were recorded onto the chalkboard. They then categorized their answers according to whether they were healthy or unhealthy ways to deal with anger. They discussed their answers with the group. Workshop facilitators stressed the healthy alternatives to violence and were available for private discussion following the closure of the workshop.

"NAMES CAN REALLY HURT ME" WORKSHOP
DARE SUMMER DAY PROGRAM

This workshop will discuss diversity in our society and how not understanding and respecting other people who may be different can "really hurt us".

1. **Icebreaker - "Around the world".** - 5-10 minutes
In this exercise, ask the students to give their name and the country or countries that they, or their parents, or their grandparents originally came from. Have a volunteer (facilitator or group leader), place a stick pin in the world map provided at the location of each country mentioned. If they are Native American, obviously you would stick a pin in North America. If the student is African American and doesn't know exactly where in Africa his/her ancestors came from, ask them where, east, west, etc. in Africa they want to stick the pin. At the end, you will have a map displaying the diversity of background for the group of people gathered together in the classroom. This visual activity is powerful in creating a feeling of how many different countries are represented through the people in the room. You may want to say something like "Look at how many different corners of the world we or our ancestors have all come from to be in this room, here in Lowell, Massachusetts, today"!!

2. **What is diversity**? - 2-3 minutes.
It is easy now to explain diversity in terms of where people or their ancestors came from and along with that comes different skin colors, different customs, religions, values, etc. It is important to acknowledge all the differences and yet here we are all the same, we are all people here today, doing the same thing, talking and being with each other.

3. **Video - "Names Can Really Hurt Me".** - 15 minutes.
This is a shortened version of a tape of youngsters in a middle school who don't necessarily know each other before they came together to talk about diversity and differences. The tape shows how people can really hurt other people when they don't know them but judge and label them by referring to their race, sex, physical appearance, etc. and do not take the time to find out something about the person, themselves.

4. **Discussion - the video and similar experiences** - 15-20 minutes
Encourage students (and those adults present) to talk about the video they just saw and how they might have been affected by the misunderstandings of others about their race, ethnicity, gender, etc. Be sure not to "bully" people into talking, if they appear reticent. You may want to disclose a personal experience or one of a friend or relative to get the discussion going. *Keep in mind it is most important to always show respect for differences.*

5. **Closure - Ways to better understand diversity.** - 10 minutes
Ask the students to respond on ways to make diversity work. Make a list (on newsprint or the blackboard) of ways to get to know other people and to understand the differences and **similarities** between people.

Some suggestions for focusing the discussion during the diversity workshop

Use references to the videotape, where applicable.

Use references to your own life experiences where applicable, but **do not** dwell on any negative aspect of your experiences, try to point out positive outcomes, if you can.

Use examples of teamwork, such as on sports teams, on medical teams in hospitals, point out how everyone involved is different and has different strengths yet by bringing those differences to the endeavor, it is strengthened.

Another example is a quilt or any colorful work of art, how all the different colors and textures make it beautiful.

Don't be alarmed if some students react in a tearful or even angry manner - ask the team leaders or peer leaders to take them out of the classroom and talk with them or ask one of the organizing team in the office, Rm. 100, to talk with them. This subject can sometimes be distressing and if students become upset they may need some time with an adult to talk it over or just to regain their composure. **Be sensitive to feelings!**

U.S. National Park Service
Environmental Education 1993 D.A.R.E. Camp

The goal of the program is to introduce additional issues for today, ie. the environment, and see how the ideals/tools of the D.A.R.E. program can bee used to make important decisions about our planet's future as well as our individual futures.

These two science based and interactive programs create a visual picture of the natural world and how we as people are an integral part of that world.

LOVE THAT DIRTY WATER

Using a clean and clear jar filled with fresh water, participants can introduce small individual amounts of "pollution" to this controlled system. Pollutions can include automotive oil, dishwater detergent, lawn clippings, ammonia, styrofoam and additional examples of the waste people generate, as well as waste that industrial companies along rivers may generate. This visual and motivating method to define pollution will show participants how pollution affects our waters and how we can prevent that form happening.

The conclusion of this exercise is the comparisons of pollution in our environment on the large scale is similar to the dangers of *polluting* our bodies with drugs.
(Time: 30 - 45 minutes)

HOOKS AND LADDERS

Participants act like salmon in a race for survival. This exercise is full of fun and challenges. The participants will learn and recreate the life cycle of a salmon and travel through simulated obstacles that face salmon in today's river systems. The participants will start at the mouth of the river and proceed upstream through turbines(adults holding a jump rope that stops the salmon if it touches them, the salmon have to jump over the rope), past hawks & eagles(Adults will hop on two feet and tag the salmon), navigate past fishing boats(adults with one foot in a box will limp after the salmon to tag them), collect a limited food supply(adults will hand out paper food items, a lesser amount of food than salmon), then hop over a fish ladder(dead salmon will kneel on the ground in a well placed line while the live salmon will leap frog over them), the remaining salmon will survive. The participants will try it once more, hopefully many will learn how to avoid the obstacles the second time through and more will survive.

The conclusion is that the participants can learn about the dangers facing salmon, and how in life we also have obstacles, But, in real life the dangers of drugs may not give a child the second chance they had during the game.
(Time: 30 - 45 minutes)

Environmental Education as an element to D.A.R.E. Camp provides participants with a variety of activities that are hands-on, energetic, informative and creates a relaxing approach to learning. In the process, valuable knowledge gained will help participants in school, home and in their futures as environmentally concerned adults. Throughout the two programs the ideals of D.A.R.E. are reinforced through a multi-discipline approach.

For further information please contact **Park Rangers Timothy Fisher or T.J. Donovan at (508) 459-1000,** Lowell National Historical Park.

D.A.R.E. SUMMER DAY PROGRAM - MODIFIED LESSONS '95

DAY ONE

Lesson 1 - Introducing DARE

1. Introduce yourself to the class and discuss your background. Law enforcement experience, city/town where your from, etc.

2. Write acronym DARE on the board. Discuss briefly and define each word.

   DRUG - any substance other than food that can affect the way your mind and body work.
   ABUSE - wrong use of something.
   RESISTANCE - to oppose or stand against a force or pressure.
   EDUCATION - instruction or learning.

Lesson 2 - Understanding the Effects of Mind-Altering Drugs

3. Discuss basic facts about mind-altering drugs, and the harmful effects that may result from the misuse of these drugs.

4. Discuss drug abuse - the misuse of drugs.

5. Show DARE video. Discuss the different scenarios and how they were handled.

6. Summarize the lesson by talking about the effects of mind-altering or mind-changing drugs and that they are illegal and harmful to young people and have serious consequences.

DAY TWO

Lesson 3 - Consequences

1. Conduct a class discussion about consequences.
   Consequences - the results of something you do or choose not to do.

2. Discuss the consequences of:

   * not doing chores
   * studying hard for a test
   * not putting suntan lotion on at the beach
   * taking a dare to try drugs

3. Discuss the positive and negative consequences of marijuana, alcohol, tobacco, and cocaine.

4. Summarize the lesson with the following points:

   * There are many consequences that result from using and not using drugs.
   * An awareness of the consequences plays an important role in helping a person make smart choices.
   * Knowing these consequences can help a person say no.

Lesson 4 - Changing Beliefs About Drug Use

5. Introduce the word pressure and define.
   Pressure - a force or influence that acts on you to do something.

6. Discuss in detail the four major sources of pressure:

   Personal - Your wants and beliefs, goals, likes, and dislikes.
   Family - Beliefs and expectations of family members.
   Media - Mass media communications; TV, radio, etc.
   Peer - Thoughts and expectations of friends.

7. Define Peer Pressure - a force or influence on you from others who are about your age.

8. Discuss the four kinds of peer pressure:

   Friendly - A simple offer made in a friendly way.
   Teasing - A strong pressure in which people tease you to try a drug.

Indirect - A pressure to use drugs without a direct offer.
Heavy - The strongest pressure to deal with.

9. Summarize by stating that different kinds of pressure will be put on them to do just about anything. By weighing the consequences and understanding the effects and outcomes of decisions, will help them make the right decision.

DAY THREE

Lesson 5 - Ways To Say No

1. Point out that there are many ways to say no to offers to use drugs, etc.. Use the handout on "Ways To Say No".

2. Instruct them on the eight ways to say no.

VERBAL	**NON-VERBAL**
* No thanks	* Walking away
* Give a reason	* Avoiding the situation
* Repeated refusal	* Cold shoulder
* Changing the subject	* Strength in numbers

3. Role play with students on ways to say no.

Lesson 6 - Self Esteem

4. Go over sheet "Why Kids Use Drugs".

5. Point out that poor self-esteem is one of the factors associated with drug use and misuse by young people.

6. Define self esteem - a way you feel about yourself.

7. Ask the class how people with high self-esteem are:

   * Confident
   * Solve their own problems
   * Try their best
   * Accept responsibilities
   * Can accept that they may not be as good at some things as others

8. Tell story about "Bill's Balloon". Explain self-esteem. When someone does or says something to lower your self-esteem is like letting air out of you balloon and when someone says or does something to raise your self-esteem is like putting air in to your balloon.

9. Ask the following questions:

   * How can you increase your self-esteem?
   * How does a person feel when his/her self-esteem is damaged?
   * What damages self-esteem?

* Why do you think people with low self-esteem are more likely to take drugs than people who have high self-esteem?
* How can high self-esteem help a person refuse an offer to take drugs?

10. Close by saying that everyone is different and has special talents and abilities that in some cases may have not yet been discovered.

WAYS TO SAY NO

a. Saying "No thanks."

"Would you like a drink?"
"No thanks."

b. Giving a reason or excuse.

"Would you like a beer?"
"No thanks. I don't drink beer."

c. Repeated refusal, or keep saying no (broken record).

"Would you like a hit?"
"No."
"Come on!"
"No."
"Just try it!"
"No."

d. Walking away.

"I have some cigarettes.
Do you want one?"
Say no and walk away while saying it.

e. Changing the subject.

"Let's smoke some marijuana."
"No. Let's watch my new video instead."

f. Avoiding the situation.

If you know of places where people often use drugs, stay away from those places. If you pass those places on the way home, go another way.

g. Cold shoulder.

"Hey! Do you want to smoke?"
Just ignore the person.

h. Strength in numbers.

Hang around with nonusers, especially where drug use is expected.

WHY MOST KIDS DON'T USE DRUGS

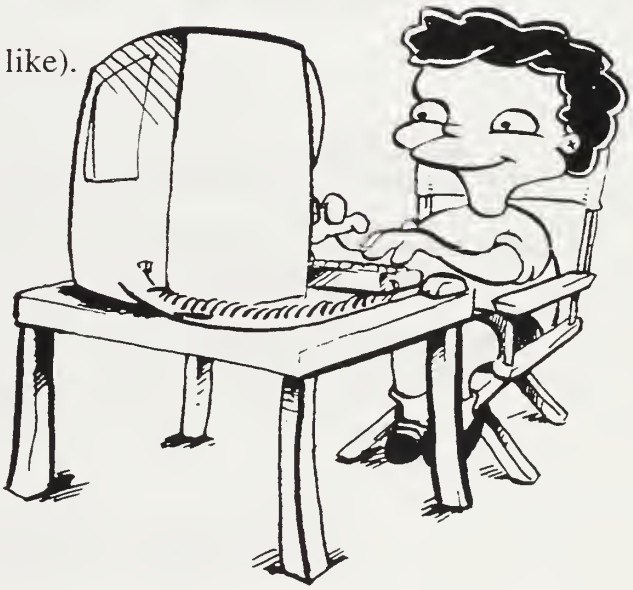
The use of alcohol, tobacco, marijuana, and other drugs by young people is illegal and harmful.

Part I

Listed below are some reasons given for using drugs.

DIRECTIONS: Look over the list carefully, and place a check mark next to three reasons why you think some young people use drugs.
In the spaces below, you may add other reasons.

_____ Curiosity (to find out what drugs are like).
_____ To feel good.
_____ To please a special friend.
_____ To get back at a parent.
_____ Too many pressures at home.
_____ Because everybody else does.
_____ Need to feel "cool" and older.
_____ For fun.
_____ Afraid to say no.
_____ To try to forget their problems.
_____ Don't feel good about themselves.



_____

_____

_____

Part II

DIRECTIONS: Most young people your age don't use drugs. In the spaces below, write three reasons why you want to be drug-free.

_____

_____

_____

DAY FOUR

Lesson 7 - Assertiveness

1. Define assertiveness - a way of telling others what your rights are while still respecting theirs.

2. Using the handout, explain response styles:

   * Unsure - Speaks in a weak voice, afraid to speak up, looks nervous, no eye contact.
   * Demanding - Speaks in a loud angry voice, leans forward, stares.
   * Confident - Speaks clearly, confident appearance, calm, eye contact.

3. Call on selected students to role play being confident to made up situations.

4. Summarize by emphasizing the following points:

   * Being confident allows the person to let his rights be known in a way that does not interfere with the rights of others.
   * By being demanding you let others know that you think your rights are more important. That kind of person loses respect.
   * By being unsure you show that you think less of your own rights than the rights of others. That kind of person also loses the respect of others.

Lesson 11 - Decision Making

5. Talk about the importance of making good decisions, especially for situations that involve risks.

6. Define risk - taking a chance.

7. Explain that when you make a decision you should examine the consequences of making that decision. Think of these consequences before you make the decision.

8. Explain the questions that they should ask themselves before they make a decision.

   * What is the risk involved in the situation?
   * What are the possible choices?
   * What are the possible consequences?

* Could it lead to something positive happening or good feelings?
* Could it lead to something negative happening or bad feelings?
* Which choice has the best result?
* Do I need to talk to someone before I decide?

9. Have students act out several situations using decision making skills and have them ask themselves the questions about taking a risk.

10. Summarize by reviewing risk taking and ask them why do they need to think about consequences before they decide on doing something questionable.

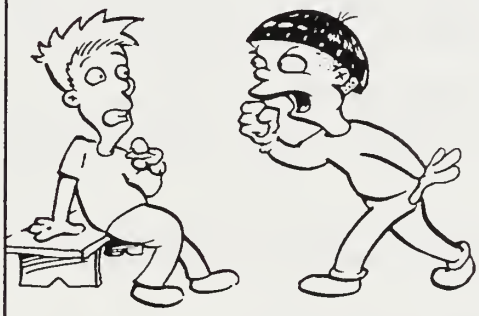
RESPONSE STYLES

Actions	Nonverbal Behavior

UNSURE (PASSIVE)

- Don't let others know what your rights are.
- Look nervous.
- Do whatever anyone else wants you to do.
- Let others get away with things you don't like.

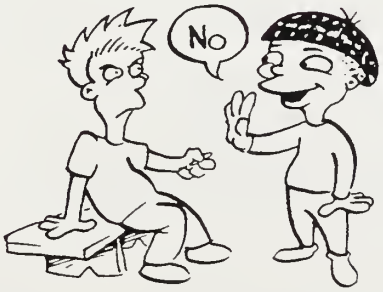
- Show poor posture.
- Don't have eye contact.



DEMANDING (AGGRESSIVE)

- Disregard the rights of others.
- Make other people feel bad.
- Don't follow through with your responsibilities to others.
- Speak loudly.
- Sound angry or sarcastic (cutting).

- Present a stiff body.
- Lean forward.
- Stare.
- Shake fist or stamp foot.



CONFIDENT (ASSERTIVE)

- Declare your own rights.
- Speak clearly and sound confident and calm.
- Respect the rights of others.
- Don't let others push you into doing something you don't want to do.

- Stand up straight.
- Have good eye contact.
- Be sure of yourself.

DAY FIVE (OPTIONAL) NOTE: Not all camp schedules will have scheduled five days for curriculum.

Lesson 9 - Reducing Violence

1. Point out that a disagreement is a difference of opinion between two or more people or groups with different points of view. Each views the problem differently and thinks his/her way is the best. Each wants his/her choice or way. Each group has strong feelings about the problem. A disagreement is a natural and normal part of life. Learning to deal with and settle disagreements in a nondestructive and assertive manner is necessary for reducing acts of violence.

2. Define violence - a destructive action that is directed toward people and things, both living and nonliving.

   Discuss verbal actions and nonverbal acts. Discuss how vandalism, graffiti, and other types of wanton acts of destruction are in fact violence.

3. Ask students "Where are places that you are most likely to see destructive acts of violence against people or things?". Discuss and write responses on chalkboard.

4. Discuss how disagreements can start from misunderstandings or rumors and if not dealt with in a positive and prompt fashion can escalate into fights, sometimes involving weapons.

5. Discuss appropriate and inappropriate ways of dealing with a disagreement. Write responses on chalkboard.

6. Role play scenarios to demonstrate how to deal with a disagreement. Use suggested scenarios from the DARE workbook.

7. Summarize by emphasizing:

   * Disagreements are a normal part of life.
   * It is important to deal with feelings and resolve disagreements in a way that is acceptable to both parties.
   * Disagreements should be quickly resolved so that feelings don't build up and result in destructive acts of violence.

Lesson 12 - Positive Alternatives

8. Introduce lesson and define alternatives - different choices you have to help you stay drug-free and trouble-free.

Emphasize that positive/good alternatives are those that you find enjoyable, interesting, and rewarding and that can help you stay drug-free and trouble-free.

9. Talk to students about social feelings that need to be fulfilled through relationships with other people in order to help him/her develop.

   These social needs include:

   * Being cared about and caring about others - the need to have people care about you and for you to care about others.
   * Belonging - the need to be accepted and treated with respect and dignity.
   * Being recognized - the need to be noticed for the things you do.

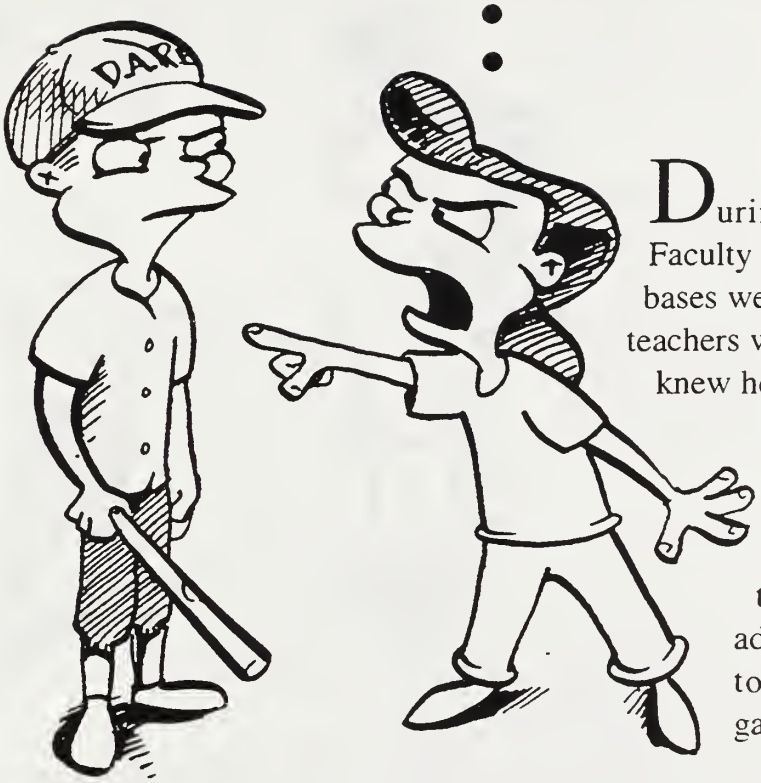
   Emphasize that reaching out to form special relationships, friendships, or ties with many different people provides opportunities for individuals to help one another and to strengthen their feelings of self-worth and/or self-esteem.

10. Read aloud the stories about "Stacie" and "Marsha". Inform students that they should be thinking about how the two girls are different and how they are alike. Conduct class discussion on the differences and similarities of the stories.

11. Hand out a local activities listing and read with class. Discuss that these groups and activities are positive ways for students to build their own self-worth and/or self/esteem and those of others. (optional)

12. Summarize by discussing how all the activities and positive people students met at the DARE Summer Day Program are alternatives to drug use and violence.

THE BLAME GAME



During the annual sixth-grade All-Star vs. Faculty Softball Game, Lou was up to bat. The bases were loaded, and the score was 3 to 2. The teachers were ahead. Lou was nervous because he knew he was on the spot and the team would be disappointed if he were to strike out. His mom and dad were in the bleachers cheering him on. His dad had been a star baseball player in college and was thrilled that Lou had made the team. In addition, the local newspaper was on hand to cover the event and would print the game results in tomorrow's news.

The first ball was right over the plate, and Lou swung hard. "Strike one!" the umpire shouted. The next was a curve ball. Lou swung again and missed. "Strike two!" said the umpire. Lou began to perspire, and when the third pitch sped across home plate, the umpire shouted, "Strike three, you're out!"

After Lou struck out, Maria, the team captain, ran up to him shouting, "We lost, and it's all because of you! I never should have picked you to be on the team." Lou shouted back, "It wasn't my fault. You dropped the fly ball in the last inning that scored the home run. It's your fault we lost."

1. What is the disagreement? _____

_____

2. How are Lou and Maria feeling?

_____

3. What are some possible ways to resolve the disagreement?

_____

_____

RESOLVING A DISAGREEMENT

DIRECTIONS: Think about a time when you or someone you know had a disagreement with a friend. In the space provided below, write what the disagreement was, suggest ways the people involved could calm down their angry feelings, and write what they could do to try to find a solution.

1. The disagreement was _____

_____

_____

2. One way that the people involved could have calmed their angry feelings was _____

_____

_____

3. To work toward finding a solution, they could _____

_____

_____

STACIE

"I'm already getting dressed," Stacie says when her mom comes to wake her at 7:00 a.m. At school Stacie helps her teacher, Mrs. Gomez, collect homework and takes the attendance cards to the office because she was chosen as president of her class for the week.

During recess Stacie plays basketball with some friends. At lunch she sits with her girlfriends and talks about books they've read and movies they've seen. After lunch she goes to the auditorium to play the flute for the first time in the school orchestra. She is nervous and excited. Afterward the music teacher tells her what a good job she did.

After school Stacie goes to a neighbor's house where she does her homework. At 4:00 p.m. she joins her soccer coach for team practice in the park. After dinner she helps her mother do the dishes while they watch their favorite TV comedy show and laugh together. Before turning out the lights for bed, she spends a few minutes writing in her journal. As she closes her eyes to sleep, she says to herself, "I'm happy to be me."

MARSHA

"I don't care if I am late," Marsha says when her mom tries to wake her for school the third time. She almost misses the bus. Playing basketball before school, she argues with the other girls when the ball goes out of bounds. The girls get angry and walk away.

When her teacher, Mrs. Gomez, collects the homework, Marsha says she forgot hers and mumbles under her breath, "It's just stupid stuff anyway."

At recess Marsha goes to the basketball court, but no one wants to play with her. At lunch she sits by herself. After lunch her class goes to the auditorium to hear the orchestra play. She looks at the musicians and thinks, "They think they're so great. They're nerds."

After school on the way to a neighbor's house, Marsha sees some older kids smoking behind a house. She waves at them and thinks, "Boy, they look cool. I can hardly wait to go to their school next year. Elementary school is boring." Before doing her homework, she decides to watch TV and falls asleep. When she gets home, her mother asks for help with the dishes, but Marsha says she has homework to do. She plays a video game in her room instead. After she turns out the lights, she thinks, "So what if I didn't do my homework? School is stupid anyway."

Appendix V

Sample Forms

Room Assignments

Monday August 9, 1993			
Time	Team #	Activity	Room #

Tuesday August 10, 1993			
Time	Team #	Activity	Room #

Room Assignments

Monday August 9, 1993			
Time	**Team #**	**Activity**	**Room #**
9:15	1 & 2	DARE Curriculum	103
	3 & 4	DARE Curriculum	101
	5 & 6	DARE Curriculum	109
	7 & 8	Education Workshop "Street Smarts"	207
	9 & 10	Education Workshop "Street Smarts"	212
10:30	7 & 8	DARE Curriculum	103
	9 & 10	DARE Curriculum	101
	1 & 2	Education Workshop "Street Smarts"	109
	3 & 4	Education Workshop "Street Smarts"	207
	5 & 6	Education Workshop "Street Smarts"	212

Tuesday August 10, 1993			
Time	**Team #**	**Activity**	**Room #**
9:15	1 & 6	DARE Curriculum	207
	2 & 7	DARE Curriculum	212
	3 & 8	DARE Curriculum	109
	4 & 9	Education Workshop Environment	103
	5 & 10	Education Workshop Environment	101
10:30	4 & 9	DARE Curriculum	207
	5 & 10	DARE Curriculum	212
	1 & 6	Education Workshop Environment	109
	2 & 7	Education Workshop Environment	103
	3 & 8	Education Workshop Environment	101

DARE Summer Day Program

Master Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	Registration & Check - in	Check - in	Check - in	Check - in	Check - in
8:30 - 8:45 8:45 - 9:15	Ice Breakers & New Games Motivational Speaker	Ice Breakers & New Games	Ice Breakers & New Games	Ice Breakers & New Games	Ice Breakers & New Games
9:15 - 10:15	DARE(Teams 1&2, 3&4, 5&6) Street Smarts (7&8, 9&10)	DARE (Teams 1&6, 2&7, 3&8) Environmental (4&9, 5&10)	DARE (Teams 1&10, 2&9, 3&6) Diversity (4&8, 5&7)	DARE (Teams 1&5, 2&8, 3&9) Success (4&10, 6&7)	DARE (Teams 1&3, 2&4, 5&8) Violence Prev (6&9, 7&10)
10:15 - 10:30	Break	Break	Break	Break	Break
10:30 - 11:30	Street Smarts(Teams 1&2, 3&4, 5&6) DARE (7&8, 9&10)	Environmental (Teams 1&6, 2&7, 3&8) DARE (4&9, 5&10)	Diversity (Teams 1&10, 2&9, 3&6) DARE (4&8, 5&7)	Success (Teams 1&5, 2&8, 3&9) DARE (4&10, 6&7)	Violence Prev (Teams 1&3, 2&4, 5&8) DARE (6&9, 7&10)
11:30 - 12:30	Lunch	Lunch	Lunch	Lunch	Graduation Ceremony
12:30 - 1:30	T-Shirts (Teams 1,2,3,4,5) Games (6,7,8,9,10)	Paint Caps (Teams 1,2,3,4,5) Games and Sports (6,7,8,9,10)	Teams separated Karate(1,2,3), Games(4,5,6), Posters (7,8,9,10)	Teams separated Games and Sports	Barbecue and Entertainment
1:30 - 1:45	Break	Break	Break	Break	
1:45 - 2:30	T-Shirts (Teams 6,7,8,9,10) Games (1,2,3,4,5)	Paint Caps (Teams 6,7,8,9,10) Games and Sports (1,2,3,4,5)	Teams separated Karate (4,5,6) Games(7,8,9,10) Posters (1,2,3)	All Teams: Puppets	Entertainment Clean-Up
2:30 - 3:30	All Teams Story Teller	All Teams Magic Show!	Teams separated Karate(7,8,9,10), Games,(1,2,3) Posters (4,5,6)	All Teams Puppets cont.	Departure Staff Clean-Up
3:30 - 4:00	Debriefing	Debriefing	Debriefing	Debriefing	

DARE Summer Day Program

Master Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30					
8:30 - 8:45 8:45 - 9:15					
9:15 - 10:15					
10:15 - 10:30					
10:30 - 11:30					
11:30 - 12:30					
12:30 - 1:30					
1:30 - 1:45					
1:45 - 2:30					
2:30 - 3:30					
3:30 - 4:00					

Tuesday August 10	
Volunteer	Assignment

DARE Summer Program
Team Participants

TEAM NAME _____

DARE Officer _____
Peer Leaders _____
Week Number _____ Total Team Members_____

NAME	AGE	SPECIAL INSTRUCTIONS *	BUS INFO	CONTACT PERSON & PHONE NUMBER

**Special instructions could include medical info, pick-up info, no-show status, or other.

Week 1 August 9 -13, 1993
Team Leaders

Team #	DARE Officer	Peer Leader	Project Aide
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Team Attendance Sheet

Team Name _____

Team Leader _____

Week Ending _____

Name	Monday	Tuesday	Wednesday	Thursday	Friday

Week 2
Bus Assignments

Example only

Name	Bus Number	Team
	Bus 2	Team 2
	parent	Team 4
	parent	Team 4
	parent	Team 2
	Bus 4	Team 4
	Bus 4	Team 2
	Bus 4	Team 4
	Bus 4	Team 2
	Bus 3	Team 2
	Bus 4	Team 10
	Bus 1	Team 2
	Bus 4	Team 4
	parent	Team 4
	Bus 1	Team 2
	Bus 1	Team 2
	parent	Team 4
	Bus 4	Team 4
	Bus 4	Team 5
	Bus 3	Team 4
	parent	Team 4
	Bus 1	Team 5
	Bus 1	Team 5
	Bus 1	Team 4
	Bus 1	Team 5
	Bus 3	Team 5
	Bus 2	Team 2
	parent	Team 5
	Bus 1	Team 5
	Bus 1	Team 6
	Bus 4	Team 4
	Bus 1	Team 4
	parent	Team 5
	Bus 1	Team 4
	Bus 1	Team 8
	Bus 1	Team 4
	Bus 1	Team 5
	Bus 1	Team 6
	Bus 1	Team 6
	Bus 4	Team 5
	Bus 1	Team 8
	Bus 1	Team 6
	Bus 3	Team 6
	Bus 4	Team 8
	Bus 4	Team 6
	Bus 4	Team 6
	Bus 3	Team 8
	Bus 1	Team 5
	Bus 4	Team 6
	Bus 2	Team 7
	Bus 2	Team 9
	parent	Team 9

Appendix VI

Job Descriptions

Massachusetts D.A.R.E.
Summer Day Program

Position Description
Program Director

The Program Director is responsible for the day-to-day operation and the overall supervision of the D.A.R.E. Summer Day Program. Duties shall include:

(1) Organizing and directing all aspects of the project.

(2) Developing and coordinating schedules.

(3) Acting as the official liaison between the Development Board and community agencies for the project.

(4) Reporting to and working closely with the Project Development Board; to complete all required paperwork; and to understand and adhere to all Local, State, Federal and University regulations.

(5) Coordination of : recruiting, hiring, training and evaluation of the program's professional, auxiliary and support staff.

(6) Working with the University to arrange facility and equipment use.

(7) Supervision of Assistant Coordinators and Peer Leader coordinator.

(8) Developing and overseeing an on-going surveillance of security and maintenance of University facilities being utilized by the program

(9) Organizing and directing workshops to properly train program staff

(10) chairing program meetings.

(11) Organizing a post-program awards banquet for staff and volunteers.

Program dates are Monday-Friday, August 9-13 and August 16-20, 1993. Daily attendance during the program is mandatory. The program begins each day at 7:30 am and concludes at approximately 4:30 pm.

YOUR FEE FOR THESE SERVICES IS:

It is understood that you will govern yourself according to the duties and responsibilities set forth in the position description and work closely with all D.A.R.E. Summer Day Program members to meet the project requirements established by the D.A.R.E. Summer Day Development Board.

It is also understood that dismissal from the program or penalty in pay may result if duties are not completed as expected.

I understand and accept this position:

_____ _____

(signature) (Date)

Program Board Member:_____

Massachusetts D.A.R.E.
Summer Day Program

Position Description
Assistant Coordinator

The Assistant Coordinator is responsible for assisting the Program Coordinator in the planning and implementation of the D.A.R.E. Summer Day Program. Duties include:

(1) Recruiting and training volunteers;

(2) Recruiting, hiring and training Peer Leaders;

(3) Collecting and documenting all process activities for the completion of the D.A.R.E. Summer Day Program Replication Manual;

(4) Assisting in the outreach of program participants;

(5) Working with the Program Evaluator in the development and implementation of evaluation strategies;

(6) Acting as the liaison with the Department of Education's Nutritional Food Services and the contracting caterer for the delivery of meals to program participants;

(7) Organizing the graduation ceremonies including speakers, entertainment and menu for participants and their families;

(8) Assisting the Program Coordinator in all aspects of the planning and implementation of the program as needed.

Your fee for these services is

It is understood that you will govern yourself according to the duties and responsibilities set forth in the position description and work closely with the D.A.R.E. Summer Day Program members to meet the project requirements established by the D.A.R.E. Summer Day Program Development Board.

It is also understood that dismissal from the program or penalty in pay may result if duties are not completed as expected.

I understand and accept this position:

_____ _____
(Signature) (Date)

Program Board Member: _____

D.A.R.E. SUMMER DAY CAMP

Position Available

During the weeks of August 9 - 13 and August 16 - 20, 1993 the DARE Summer Camp Coalition will be offering an enrichment summer day camp for at-risk youth from Lowell and who are in grades 3-5. The program will combine sports and confidence building activities, arts and crafts with enrichment activities such drug and safety education (DARE) and environmental awareness. The program is jointly sponsored by the Massachusetts D.A.R.E. Association, The Massachusetts D.A.R.E. Training Center, D.A.R.E. Massachusetts, Inc., The Governor's Alliance Against Drugs, The Lowell Community/University Partnership, The Lowell School Department, The National Parks Service, Lowell Saving Lives and the University of Massachusetts Lowell.

The following position will be available and applicants should send a cover letter, resume, and two letters of recommendation to:

Lieutenant Edward W. Nolan
North Reading Police Department
152 Park Street
North Reading, Ma. 01864

The deadline for application is May 17, 1993. For more information call Ed Nolan at (508)664-6031 or Bill Paterson at (617)727-0786.

Job Title:	Project Aide/Peer Leader
Salary:	$ 380. - 450.
Location:	University Of Massachusetts Lowell and other locations in the Lowell area.
Job Description:	Assist the staff and or instructors with camp activities and/or supervise groups of participants as needed. Hours of work: approximately 7:30 a.m. to 4:30 p.m.
Qualifications:	College/high school student as well as peer leadership training.

The D.A.R.E. Summer Camp Coalition is an Affirmative Action/Equal Opportunity employer.

COMMONWEALTH OF MASSACHUSETTS
PLYMOUTH DISTRICT

OFFICE OF THE DISTRICT ATTORNEY
MAIN OFFICE:
32 BELMONT STREET
P. O. BOX 1665, BROCKTON, MA 02403-1665
TEL. (508) 584-8120
FAX: (508) 586-3578

MICHAEL J. SULLIVAN
DISTRICT ATTORNEY

Massachusetts
D.A.R.E. Summer Day Program
August 12 - 16 & 19 - 23, 1996

Peer Leader/Camp Assistant Application for Employment

Name (Last Name First)_____

Social Security Number _____

Street Address _____ Town _____ Zip _____

Referred by _____

List any serious operations, illnesses, disabilities or limitations you may have.

_____

Do you have transportation to and from the camp? _____ Yes _____ No

Education

Name and location of Schools you attended

Grammar School _____

Address _____

High School _____

Address _____

References

Please list below the names of references that are not related to you, whom you have known at least one year.

1. Name _____ Occupation _____

Address _____ Phone Number _____

How do you know this person? _____

2. Name _____ Occupation _____

Address _____ Phone Number _____

How do you know this person? _____

3. Name _____ Occupation _____

Address _____ Phone Number _____

How do you know this person? _____

Employment

Name of Employer _____

Address _____

Job Title _____

Dates of employment _____

May we contact this employer? _____

Name of supervisor _____

Brief description of the work you did

_____

_____

_____

Have you ever been arrested? Yes _____ No _____

If yes, please explain.

_____

_____

General

Interests or hobbies

_____

_____

_____

Are there any other experiences, skills, or qualifications which you feel you would like us to be aware of that would benefit the D.A.R.E. Summer Camp?

_____

_____

_____

_____

Please use this space to explain why you think you would be a good Peer Leader and Camp Assisatnt for the D.A.R.E. Summer Camp.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Authority to Release Information

I respectfully request and authorize you to furnish the Massachusetts State Police any and all information that you have concerning me, my work record, my school records, my reputation, my financial and credit status. Please include any and all medical, physical, and mental records and reports, including all information of a confidential or privileged nature, and Photostats of same if requested. This information is to be used to assist the Massachusetts State Police in determining my qualifications and fitness for the position I am applying for with the Plymouth County District Attorney's Office.

I hereby release you, your organization or others from liability or damage which may result from furnishing the information requested above.

Date _____ Applicant's Signature _____

Note: This form may be retained for your files.

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COMMONWEALTH OF MASSACHUSETTS
PLYMOUTH DISTRICT

OFFICE OF THE DISTRICT ATTORNEY
MAIN OFFICE:
32 BELMONT STREET
P. O. BOX 1665, BROCKTON, MA 02403-1665
TEL. (508) 584-8120
FAX: (508) 586-3578

MICHAEL J. SULLIVAN
DISTRICT ATTORNEY

1996 Plymouth County D.A.R.E. - Summer Camp Program
Contract for Services - Peer Leader/Camp Assistant

The Plymouth County District Attorney's Office D.A.R.E. Summer Day Program and _____ enter into the following agreement for the period of August 12 through August 23, 1996. Peer Leaders and Camp Assistants will:

- Attend orientation session as required
- Be on site at the camp from 9:00 a.m. to 3:30 p.m.
- Assist with day to day duties as instructed by the Camp Staff
- Learn program procedures and safety regulations
- Assist with physical set up of the program as needed
- Perform those tasks required to assure a safe program experience for all participants
- Attend program evaluation sessions when necessary
- Be a positive role-model for campers
- Display an attitude and behave in a way that sets a good example and fosters a positive attitude for campers.

Peer Leaders and Camp Assistants agree to work at the rate of $7.00 an hour, and are expected to contact their D.A.R.E. Officer if they are sick or unable to be at work. The District Attorney's Office has the right to deduct the day's payment from the amount due. Moreover, if the Peer Leader or Camp Assistant does not adhere to the rules and regulations of the program after sufficient warning has been given by and authorized summer camp staff, they will be terminated and will be paid accordingly.

If you agree to the terms of this contract, please sign below.

_____ _____ _____
Signature Date Parent or Guardian Signature

Please Print Clearly

Name: _____ Street Address: _____

Town: _____ Zip: _____

Phone #: (_____) _____ Social Security Number: _____

To Be Completed by the District Attorney's Office - Gross Amount To Be Paid _____

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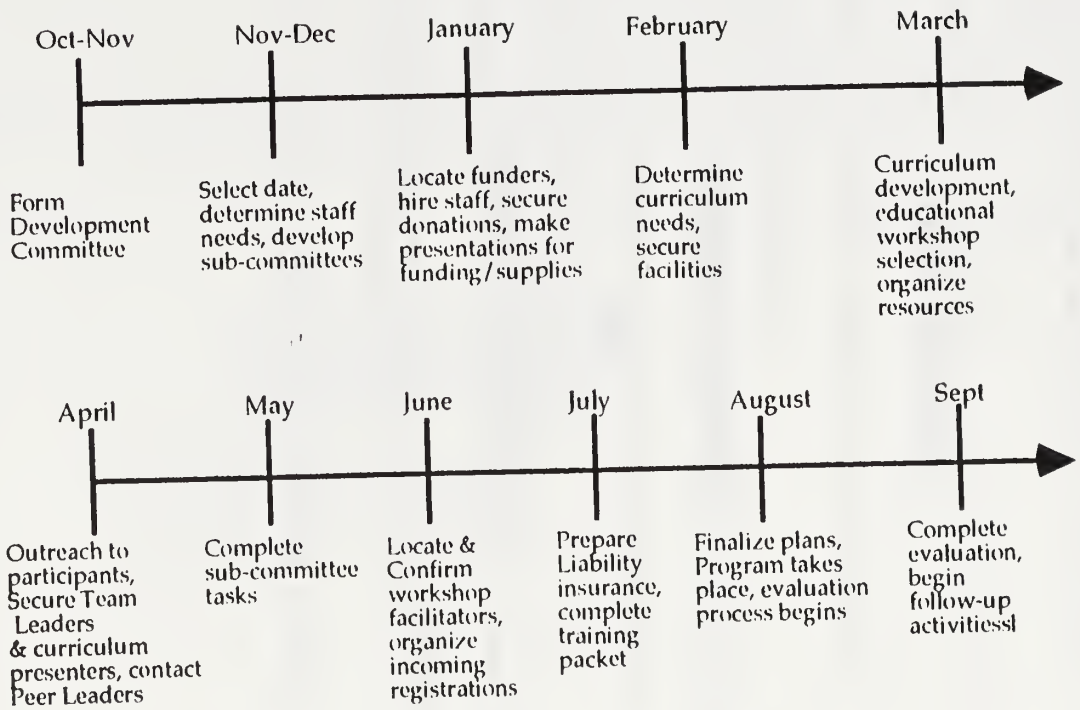
Appendix VII

Recommended Timeline

RECOMMENDED TIMELINE
BASED ON THE LOWELL PROGRAM HELD IN AUGUST



Appendix VIII

Training Outline

and

Orientation Manual

Training outline for staff members and volunteers

It is recommended that this outline be completed by existing staff and distributed to incoming staff and volunteers prior to the orientation date. This will allow them to review the materials and responsibilities that will be addressed during orientation. It is essential that as many staff/volunteers as possible attend the orientation. For those that are unable to attend, they can review the materials prior to the program. The following is a recommended outline:

A. Names and phone numbers of staff members and members of the Development Committee.

B. Date, time and location of orientation. Include an agenda if possible.

C. Date and time frame of the actual program.

D. Directions and map of site, pointing out areas for program implementation.

E. Accommodations (local hotels and/or available dormitory facilities).

F. What to wear to both orientation and the program.

G. Meals provided (include what is not provided and suggested restaurants).

H. Program structure (this includes team structure format, daily schedules, outdoor activities, game packets and evaluation plans).

** This is a recommended timeline. Add any other materials necessary.

D.A.R.E. Summer Day Program
c/o Center for Family, Work and Community
University of Massachusetts Lowell
1 University Avenue
Lowell, MA 01854
(508) 934-4675
(508) 934-3026 FAX

ORIENTATION 1994

9:00-9:15	Greeting and introductions
9:15-10:00	Program overview and tour
10:00-10:45	Full Value Contract and ice breakers
10:45-11:00	Meet with groups
11:00-12:00	Evaluation overview, specifics, and questions
12:00-1:00	Lunch
1:00-2:30	Curriculum meeting/ Team leaders, Peer leaders, and Project aides.
2:30-4:00	Games

D.A.R.E. Summer Day Camp

MANUAL

For Peer Leaders, Team Leaders

and other staff members of

D.A.R.E. Summer Day Program.

Sponsored by,

Mass. D.A.R.E. Officers Assoc.
Mass. D.A.R.E. Training Center
&
The Governors' Alliance Against Drugs

DEVELOPED BY HOLYOKE DARE SUMMER DAY PROGRAM.

Management Hints,

1) Avoid sarcasm.

2) Avoid meaningless threats, you can weaken your authority if you do not carry them out... and lose respect if you do.

3) When an incident is settled - DROP IT!

4) Be patient.

5) Bored children become problem children. KEEP THEM BUSY!!

6) "Ham it up!" Be dramatic and radiate excitement: be continually enthusiastic.

7) Be patient.

8) When it's time for you to speak and things begin to get noisy,use the "Dramatic pause." Stop and be silent, looking serious and calm.

9) If you are trying to give instructions and only one or two kids are listening you will have chaos when the activity begins. Do not have a screaming match..... Use "Dramatic pause."

10) Take time to discipline. It cannot be rushed. If you do not discipline the situation will become worse. At the same time do not drag it out too long...Ask for assistance from co-workers and Staff when needed.

Discipline Programs That Can Work

1) Set limits: Clearly defined limits and staff agreement on these limits are components of a discipline program whose implementation is clear, consistent, and consequential.

2) Use Role- Playing: Role- playing situations that have occurred in an activity, in the woods, near the pool or in your own group help to draw attention to how the behaviors involved can be resolved.

3) Try eye contact: What makes good discipline? Physical proximity and eye contact are two of the most important elements.

4) Be assertive: Being assertive gives counselors the competence and confidence they need to deal effectively with group problems.

5) Parent contact: When necessary talk to Camp Director and possibly set up a time to talk with parent(s) about a certain situation.

6) Use task analysis: An informal, cooperative, task- analysis project will help you and you kids get to the job at hand, stay with it, and finish it successfully together.

7) Identify priorities: Identifying problems/behaviors; selecting those to concentrate on; and then establishing staff consistency in response to them will result in more effective discipline.

8) Teach self- control: Disruption usually occurs when an individual groups' tasks are beyond a kids ability to cope.

9) Maintain an open relationship with kids as well as staff. You need to feel secure and cared for just like your kids do.

Behavior Management

No child shall be subject to ABUSE or NEGLECT, cruel, unusual, severs or corporal punishment including: any type of physical hitting inflicted in any manner upon the body; denial of food, rest or bathroom facilities; punishment for soiling, wetting or not using the toilet; or punishment related to eating or not eating food.

Rules:

1) No personal games/ toys, radios. No water guns of ANY kind.
2) No throwing of objects such as pine cones, rocks, ets.
3) No fighting, wrestling , defacing the environment, property or littering.
4) No leaving the group without supervision or leaving camp grounds.

Consequences:

1) Warning, time outs, missing an activity.
2) Verbal/written assignments.
3) Parent conference/phone calls
4) Expulsion from camp.

If any signs of abuse, neglect or any other matter you think important on any child notify Camp Director or Staff member "IMMEDIATELY"

BE A DYNAMIC COUNSELOR

WHAT THINGS SHOULD A COUNSELOR KEEP IN MIND WHEN HE/SHE FACES THE CHALLENGE OF WORKING WITH BOYS & GIRLS IN THE OUT OF DOORS ?
IT IS IMPORTANT TO REMEMBER THAT LIFE IN THE OUT OF DOORS IS A NEW EXPERIENCE FOR EVERYBODY- LEARNING TO KNOW AND APPRECIATE NATURE, LIVING OUTSIDE DURING GOOD AND BAD WEATHER AND SHARING ACTIVITIES THAT CAN'T NORMALLY BE DONE IN THE CITY ENVIRONMENT.....WHAT A PERFECT OPPORTUNITY FOR YOU TO PROVIDE A HEALTHY, SAFE & REWARDING ENVIRONMENT FREE FROM STRESS AND SAFE FOR ALL.

POSITIVE LEARNING ENVIRONMENT

A MAJOR KEY TO GOOD DISCIPLINE IS A POSITIVE LEARNING ENVIRONMENT. ADOPTING STRATEGIES WHICH FOLLOW WILL GIVE YOU THE TOOLS FOR CREATING AN ATMOSPHERE THAT ENCOURAGES CHILD'S SELF- DISCOVERY YET IS CONDUCIVE TO GOOD LEARNING.

- TREAT CAMPERS WITH RESPECT. HAVE CONFIDENCE IN THE CAMPERS DESIRES TO DO THE RIGHT THING. POSITIVE EXPECTATIONS OF THE CAMPERS WILL BE SELF- FULFILLING. CONVERSELY, IF YOU EXPECT THEM TO BE "BAD" THEY OFTEN WILL BE. ACCEPT CAMPERS AS CAPABLE OF MAKING DECISIONS. DO NOT MAKE DECISIONS FOR THEM THAT THEY CAN MAKE THEMSELVES.
- AIM ALWAYS TO SET A GOOD EXAMPLE FOR YOUR GROUP. BE CONSISTENT AND FAIR. TRY NOT TO SET UP WIN- LOSE SITUATIONS.
- EVERY CAMPER NEEDS TO BECOME AWARE THAT THEY ARE A MEMBER OF A GROUP AND THAT THEY HAVE RESPONSIBILITY TOWARD THE GROUP.
- TRY TO KEEP YOUR GROUP ATMOSPHERE POSITIVE. CAMPERS NEED A SENSE OF ORDERLINESS AND SECURITY.

DEVELOPING A RESPONSIBLE GROUP

THE DEVELOPMENT OF MUTUAL RESPECT, WITH THE REALIZATION THAT NO ONE HUMAN BEING IS WORTH MORE THAN ANOTHER. *AND THAT INCLUDES KIDS.*
AT CAMP THAT MEANS COUNSELORS RESPECTING CAMPERS, CAMPERS RESPECTING COUNSELORS, AND CAMPERS RESPECTING EACH OTHER. USE ENCOURAGEMENT.
DON'T COMPARE ONE CAMPER WITH ANOTHER....HERE ARE SOME STRATEGIES THAT MIGHT HELP.

DEVELOPING A RESPONSIBLE GROUP (CONT.)

STRATEGIES;

- IF POSSIBLE DEVELOP GOALS. LET THEM FEEL LIKE THEY HAD INPUT INTO THEIR DAILY SCHEDULE.
- BE WITH YOUR GROUP AT ALL ACTIVITIES, AND IF YOU ACTIVELY PARTICIPATE, SO WILL YOUR CAMPERS.
- TALK TO YOUR GROUP MEMBERS ABOUT THEIR PARTICIPATION IN THEY DAYS ACTIVITIES. EXPECT CRITICISM FROM SOME CAMPERS, AND BE READY TO EXPECT IT.
- TRY PERSONALLY TO SOLVE ANY PROBLEMS THAT ARISE IN YOUR GROUP. BUT DON'T HESITATE TO SEEK HELP FROM FELLOW STAFF OR THE CAMP DIRECTOR IF THERE IS SOMETHING YOU CAN'T HANDLE.

ADVICE & TIPS

1) CAMP IS PRACTICE FOR GROWING UP. WE ARE HERE TO HERE TO HELP THE KIDS DEAL WITH FRUSTRATIONS AND EMOTIONS. SOME COME FROM HOMES THAT ARE NOT GIVING THEM THE SKILLS NECESSARY TO DO SO, SO THEY AREN'T QUITE SURE OF HOW TO DEAL WITH THESE PRESSURES. SOME WILL BE TOTALLY OVERWHELMED WITH THE WHOLE CONCEPT HELP THEM AS MUCH AS YOU CAN.

2) COUNSELING IS ALL ON THE JOB TRAINING.

3) "BORING" MEANS FEELING DEPRESSED OR AFRAID TO TAKE A RISK. WE CAN NOT SOLVE FEELINGS PROBLEMS, WE CAN ONLY HELP YOUNGSTER'S TO EXPAND THEIR CAPACITIES TO TOLERATE FEELINGS.

4) YOU PHYSICALLY HAVE TO GET DOWN TO A YOUNGSTER'S LEVEL TO BE EFFECTIVE. MAKE LEVEL EYE CONTACT.

5) IT'S ALL RIGHT FOR A KID TO FEEL ANGRY SO LONG AS THEY DON'T TRANSLATE IT INTO ACTION.

6) COUNSELORS NEED TO KNOW THAT A CAMPER CAN GET ANGRY WITH THEM WITHOUT BEING HATED.

TIPS

7) Don't worry about not being liked- set limits on what you will tolerate from campers. Do not shy away or become intimidated by a kids' anger, otherwise, campers will take advantage.

8) A counselor must be firm but not punitive. When a counselor is backed against a wall, he/she becomes mean, and meanness is the *NUMBER ONE* problem in camp. Remember---- YOU ARE THE BOSS !!!

9) Don't forget to praise campers and one another. One of the biggest complaints among campers and staff------ "I ONLY HEAR WHAT I DO WRONG".

10) Be both tough and tender.

11) Counselors --- never discipline in front of everybody else.

12) Lots of times, a child will not try something new because he/she is afraid of displeasing someone if they fail or don't get something right immediately. Let them know that it's all right to make a mistake.

13) A good way to say "NO" to a camper --- "what kind of friend would I be if I let you get away with this?" or "If I let you get away with this, I wouldn't be helping you to grow up and you'd be mad at me."

14) A kid wants to know how to get the caring that they need to grow up. They get caring from you.

15) Part of being a counselor is being able to outlast the kids. Expect that the kids will pull stuff on you. Kids need discipline, not deprivation. Give them consequences to work things off, rather than docking them from swimming. Don't take campers actions and remarks personally. Don't play "Who's Bigger".

16) Don't ask them if they had a good time. Let them know that they DID have a good time. Sometimes kids don't always know or admit that they had fun.

LANGUAGE GUIDES

1) Avoid all mannerisms in speech. Say, "You can paint when she is finished." Do not say, "You can paint when she is finished, okay?" or "You can paint when she is finished, all right?"

2) Avoid patronization of the child. Say "Take the clay out of your mouth." or "Put the clay on the table." instead of "We don't put clay in our muuths, do we?"

3) Use complete sentences. If a child asks, "Whats that?" say, "That is a Hawk," instead of "a bird." Whenever possible include a category in the sentence, such as " That animal is a Hawk."

4) Whenever it is natural, use nouns instead of pronouns. say, "Roll the ball to me." instead of "Roll it to me."

5) State suggestions and directions in a positive rather than a negative form. Tell the children what to do instead of what not to do. Say, "Walk around the puddle." instead of "Don't jump in the puddle."

6) Use words and a tone of voice that will help the child feel confident and secure. Speak to children face to face at their eye level which means getting down to their level by kneeling or squating.

7) Avoid motivating children by comparing them to other children.

EXAMPLES OF GOOD VERBAL GUIDANCE

DO SAY	DO NOT SAY
Use both hands when you climb	You'll fall if you don't watch out
Talk in a quiet voice	Don't shout
Sit in your chair	Don't rock in your chair
Time to go inside	Shall we go inside?

A DAILY SELF- EVALUATION FOR COUNSELORS

- DID I GREET MY KIDS BY NAME THIS MORNING? DID I SMILE BEFORE I SPOKE?
- WAS I ON TIME? WAS MY GROUP READY AND ATTENTIVE?
- DID I REALLY LISTEN TO MY KIDS AS THEY SAID "GOOD MORNING"?
- WHEN THE SIGNAL FOR QUIET WAS GIVEN, WAS I?
- DID I CHECK KID FOR CLEANLINESS?
- WAS I CONCERNED FOR THE WELFARE AND PARTICIPATION OF EACH BOY OR GIRL?
- DID MY KIDS HAVE ANY LEADERSHIP PARTS?
- DID THEY LEAD THE GROUP? WERE THEY FORCED TO MAKE DECISIONS I SHOULD HAVE MADE?
- WAS LUNCH ENJOYED?
- DID ALL KIDS PARTICIPATE IN GAMES THAT THEY WANTED TO? IF THEY DID NOT, WHY DIDN'T THEY?
- WAS I FULLY PREPARED FOR MY DAY?
- DID WE LEARN SOMETHING NEW TODAY?
- WERE WE ON TIME?
- WERE ANY QUESTIONS RAISED THAT I SHOULD CHECK WITH OTHER COUNSELORS OR THE DIRECTOR? IF SO WHEN DO I PLAN TO DO SO?
- DID WE MAKE SOMEONE HAPPIER TODAY?
- DID I REALLY HAVE A GOOD DAY?
- HOW CAN I MAKE TOMORROW BETTER?

EXPECTATIONS

1) PROVIDE EACH CHILD WITH SOCIAL GROWTH AS AN INDIVIDUAL AND AS A PART OF A GROUP.

2) BE A POSITIVE ROLE MODEL.

3) CREATE A SAFE, SUPPORTIVE ATMOSPHERE FOR EVERYONE INVOLVED.

4) ENHANCE THE KIDS APPRECIATION FOR THE OUTDOORS.

5) DEVELOP A STRONG PROGRAM WHICH IS CHALLENGING, AND FUN.

6) HAVE A CONSISTENT, ENTHUSIASTIC, AND STRONG STAFF TEAM.

Go-Tag

This is a version of a game that's played with intense seriousness in India and Pakistan. You can enjoy it at whatever skill and strategy level you decide to play.

Everyone squats in a line, alternate players facing opposite directions.If you think of the line as the central axis, you can imagine an oval track running around the line. (There's no need to mark boundaries; the track is defined by the axis.)

The person at one end of the line will be the first runner. They may run around the track in either direction. The person at the other end will be the first chaser. They may start running either direction, but may not switch directions once started. The object of the game is for the chaser to tag the runner.

What keeps this from becoming just a steeplechase game of tag is that the chaser works with the other people squatting in the line. As they are chasing around the track, they can tap the back of any squatting player and shout, "GO!" The tapped player steps forward to begin the chase, while the old chaser replaces him, squatting in the line. This maneuver is called the "Go-Tag," and makes the chaser a group entity, able to cross over the center of the line and change the direction of the chase.

When the runner is finally tagged, they squat at one end of the line, the person who tagged him becomes new runner and the person at the other end of the line becomes the new chaser.

Hug Tag

This variation on classical tag is a perfect example of how you can turn an old game into a new one. Play by whatever rules you're used to, but with one major exception-- the only time a player is safe is when he's hugging another player. (No fair for adults to carry small children around under their arms.)

After playing for a while, make the game a little more communal- rule that only three people hugging are safe. Then try four, five..... everyone. When you're all hugged together, why not get whoever is IT to join you and all have a go at an Amoeba Race?

STAND UP

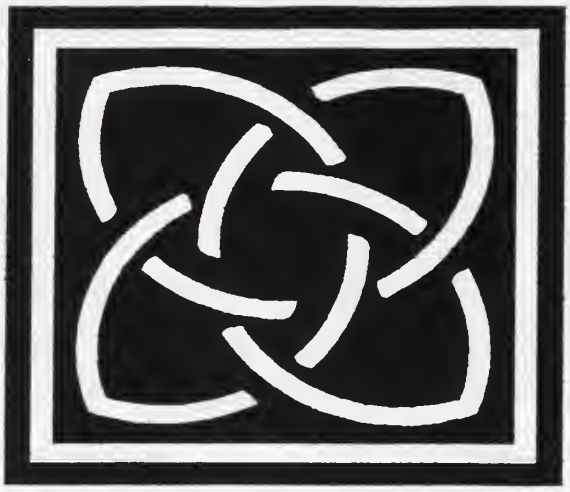
THIS COOPERATIVE GAME IS ONE OF OUR FAVORITES FOR GETTING A NEW GAMES GROUP TOGETHER. YOU CAN START WITH JUST ONE FRIEND AND END UP WITH A WHOLE CROWD OF STRUGGLING, STUMBLING, GIGGLING HUMANITY.

SIT ON THE GROUND, BACK-TO-BACK WITH YOUR PARTNER, KNEES BENT AND ELBOWS LINKED. NOW SIMPLY STAND UP TOGETHER. WITH A BIT OF COOPERATION AND A LITTLE PRACTICE, THIS SHOULDN'T BE TOO HARD.

BY THE TIME YOU'VE GOT THIS MASTERED, YOU'LL PROBABLY HAVE DRAWN AN INTERESTED SPECTATOR, OR TWO. HAVE THEM JOIN YOU ON THE GROUND, AND ALL THREE TRY TO STAND UP. THIS FEAT SHOULD TAKE YOU JUST LONG ENOUGH TO ATTRACT MORE ONLOOKERS. HAVE THEM JOIN YOU. FOUR PEOPLE STANDING UP TOGETHER MIGHT BE A GENUINE ACCOMPLISHMENT.

BY THIS TIME YOU SHOULD REALIZE THAT THERE'S MORE STRUGGLING, STUMBLING, AND GIGGLING EACH TIME YOU ADD ANOTHER PERSON. BUT THIS VERY FACT ASSURES YOU OF AN ENDLESS SUPPLY OF FASCINATED SPECTATORS, READY TO JOIN UP TO HELP YOU GET OFF THE GROUND.

A GRACEFULLY EXECUTED MASS STAND UP (ANY NUMBER GREATER THAN FIVE) IS LIKE A BLOSSOMING FLOWER— BUT A MORE RARE EVENT. TO ACHIEVE IT, START BY SITTING CLOSE AND FIRMLY PACKED. THEN ALL STAND UP QUICKLY AND AT PRECISELY THE SAME MOMENT.



KNOTS

KNOTS IS A GAME THAT GETS PEOPLE TOGETHER BY GETTING THEM APART. ABOUT A DOZEN PLAYERS CAN TIE ON A GOOD ONE.

TO FORM THE KNOT, STAND IN A CIRCLE, SHOULDER-TO-SHOULDER, AND PLACE YOUR HANDS IN THE CENTER. NOW EVERYBODY GRAB A COUPLE OF HANDS. IF YOU EVER WANT TO GET OUT OF THIS, MAKE SURE THAT NO ONE HOLDS BOTH HANDS WITH THE SAME PERSON OR HOLDS THE HAND OF THE PERSON RIGHT NEXT TO THEM. IT MIGHT TAKE A BIT OF SWITCHING AROUND TO GET THE KNOT TIED RIGHT. (IF YOU HAVE TOO MUCH TROUBLE GETTING THIS PART TOGETHER, YOU MIGHT WANT TO QUIT BEFORE YOU TRY GETTING IT APART!)

NOW COMES THE TRUE TEST. YOU'LL PROBABLY NOTICE THAT THERE ARE TWO BASIC APPROACHES TO UNTANGLING THE KNOT. THE ACTIVISTS DIVE RIGHT INTO THE PROBLEM-UNDER,OVER AND THROUGH THEIR TEAMMATES-HOPING THEY'LL HIT UPON THE SOLUTION. INSTEAD, THEY MIGHT WELL HIT UPON ONE OF THE ANALYSTS, FIRMLY ROOTED, HANDS LOCKED IN A DIGNIFIED TABLEAU, CAREFULLY SURVEYING THE SITUATION BEFORE INSTRUCTING EACH PLAYER PRECISELY WHERE TO MOVE AND IN WHAT ORDER.

SINCE YOU'RE ALL IN THE SAME TANGLE TOGETHER YOU'LL HAVE TO COME TO SOME KIND OF AGREEMENT AS TO WHICH APPROACH TO FOLLOW. (NOTE, PIVOTING ON YOUR HANDHOLDS WITHOUT ACTUALLY BREAKING YOUR GRIP WILL ADD A LOT OF GRACE AND ELIMINATE THE NEED FOR A CHIROPRACTOR.) WHEN AT LAST THE KNOT IS UNRAVELED HURRAH!), YOU WILL FIND YOURSELVES IN ONE LARGE CIRCLE OR, OCCASIONALLY, TWO INTERCONNECTED ONES (AMAZING!).

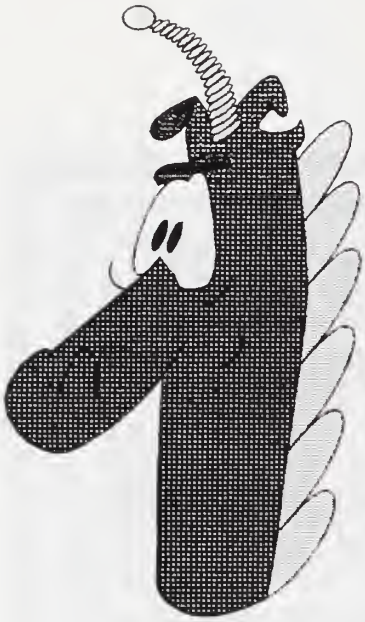
EVERY ONCE AND A WHILE AN ANALYST WILL DISCOVER THE ONE TANGLE WHICH PREVENTS THE KNOT FROM RESOLVING ITSELF.AT THIS POINT, NO OTHER REMEDY BEING POSSIBLE,AN ACTIVIST CAN ADMINISTER EMERGENCY "KNOT-AID" (A MOMENTARY BREAK IN HANDS) SO YOU CAN GET TO THE NEXT GAME

BLOB

If you're addicted to late-night TV monster movies, here's a sure way to kick the habit and break out into the light of day. We must warn you, however, that you will not avoid being swallowed up by — the Blob.

The Blob begins innocently enough as a mere individual playing a game of tag. As soon as they catch someone, they join hands with him. Now they are part of the Blob,too, and they both set out, hand- in- hand, in search of victims. Everyone the Blob catches (only the outside hand on either end of the Blob can snatch at players) joins hands with and becomes part of the lengthening protoplasmic chain. And thus the insidious Blob keeps growing.

You'll have to agree on boundries for this game. Moreover, the Blob can split itself into parts and organize raiding parties on the lone few who have managed to escape. The thrilling climax occurs when there's only one player left to put up a heroic last stand.



Catch the Dragons tail

It's one thing when a puppy chases its tail- and quite another when a dragon tries it. The difference you find here in tail is more than just a matter of scale.

You'll need a good-sized area for this event, clear of sudden pits and immovable oaks. About eight to ten people line up, one behind the other. Now, everyone puts their arms around the waist of the person in front of them. The last person in line tucks a handkerchief in the back of his/her belt. To work up a steam, the dragon might let out a few roars.

At the signal, the dragon begins chasing its own tail, the object being for the person at the head of the line to snatch the handkerchief. The tricky part of this epic struggle is that the people at the front and the people at the end are clearly competing- but the folks in the middle aren't sure which way to go. When the head finally captures the tail, who's the victor? everybody! The head dons the handkerchief and becomes the new tail, while second from the front becomes the new head.

Two dragons trying to catch each other's tail is formidable- and also a great game. How about a whole field full of tail-chasing dragons.

Add-On Tag

Description:

The object of this game is for players to be the last tagged. Upon a signal from the games leader, three "its" chase the other players. When tagged, a player joins hands with the "it" who tagged him or her, and both chase the rest of the players. When tagged, players continue to "add on" to the three growing lines. Everyone in the lines is now also "it." After the last player is tagged, the game begins again with three new "its."

Objects used:

None

Organizational pattern:

Three "its" facing randomly scattered group of players

Alternatives:

1. Have fewer or more starting "its."
2. Allow only a confined geographic movement area.
3. As players add on, alternate the direction each faces, such as front, back, front, back.

> ***What if*** you permitted only certain locomotor movements?
>
> ***Could you*** have an area that was considered "safe," where players could not be tagged?
>
> ***What would happen if*** after creating a line of four players they divided into pairs and each pair became new "its" and chased after the remaining players?

Catch Me if You Can

Description:

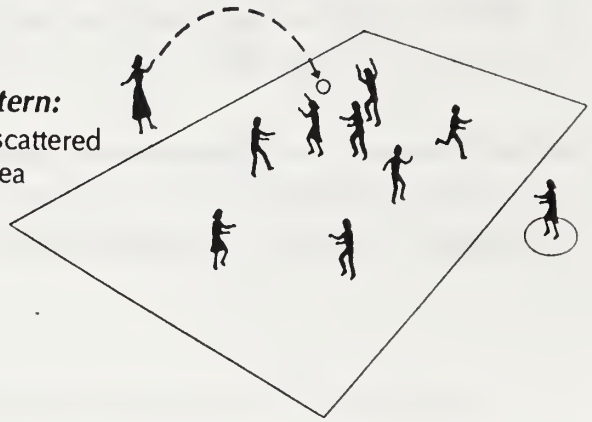
The object is for players never to be tagged with the ball. The teacher or games leader begins play by throwing a ball into the air. A player catches the ball and all players freeze where they are. The player with the ball throws it at someone, and if hit, he or she goes to a predetermined "out" area (e.g., a hoop). If the player catches the ball, the thrower is "out." Play resumes with the games leader again throwing the ball in the air, and the next "out" player takes the previous one's place. The previous "out" player returns to play—thus only one player at a time is out.

Objects used:

Soft rubber ball

Organizational pattern:

Players randomly scattered about a defined area



Alternatives:

1. Use more than one ball.
2. Use different types of balls.
3. Designate the type of throw permitted.

> ***What if*** you allowed the ball to bounce before it was caught?
>
> ***Could you*** allow the ball to be passed to three different players before being thrown?
>
> ***What would happen if*** you had teams?

Contributed by: Inge Morisbak—Norway

Busy Bee

Description:

The object of this game is for the player in the circle to keep the bean bags out of the circle. Upon a start signal, the player with all of the bean bags inside the circle starts throwing them out of the circle. All of the other inside players try to catch the bags thrown in the air and immediately return them to the circle. Play continues for a designated period of time.

Objects used:

Bean bags, ropes

Organizational pattern:

One person standing inside a circle made by ropes, the rest of the players randomly scattered about the area

Alternatives:

1. Change the objects used—different sizes, textures, colors.
2. Stop the objects using body parts other than the hands (e.g., feet only).
3. Designate a specific propulsion skill to be used.

> ***What if*** you increased the size of the circle and had two players inside it?
>
> ***Could you*** have multiple circles in a defined geographic area?
>
> ***What would happen if*** you had the players move at different levels?

Contributed by: Inge Morisbak—Norway

Keep Your Field Clean

Description:

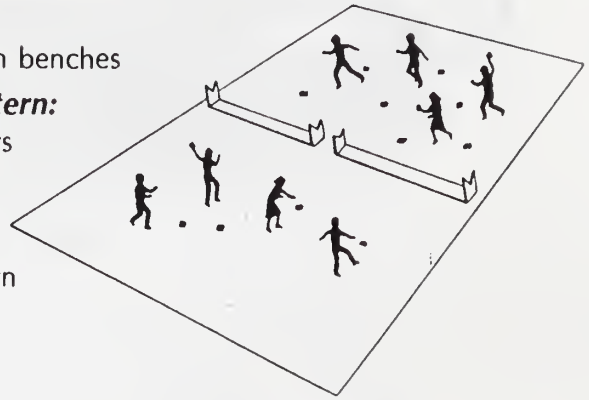
The object of this game is for teams to keep their side of the benches free of bean bags. The game begins with equal numbers of bean bags on either side of upside down benches. On a start signal, players on both sides propel the bags to the other side of the benches. Play for one minute and stop. Count the bean bags on each side—the team with the fewest number wins.

Objects used:

Bean bags, wooden benches

Organizational pattern:

Two teams—players randomly scattered on either side of benches that are turned upside down



Alternatives:

1. Use larger bean bags, Nerf balls, paper balls, rubber balls.
2. Use a slanted net, rope, or boxes rather than benches.
3. Permit only certain locomotor movements retrieving objects.

> ***What if*** you played this game at different levels (e.g., high to low)?
>
> ***Could you*** use only the lower half of the body in this game?
>
> ***What would happen if*** you played for a longer period of time and awarded points to different types of equipment?

Contributed by: Inge Morisbak—Norway

TAG GAMES

Foot Tag or Pair Tag

Description:

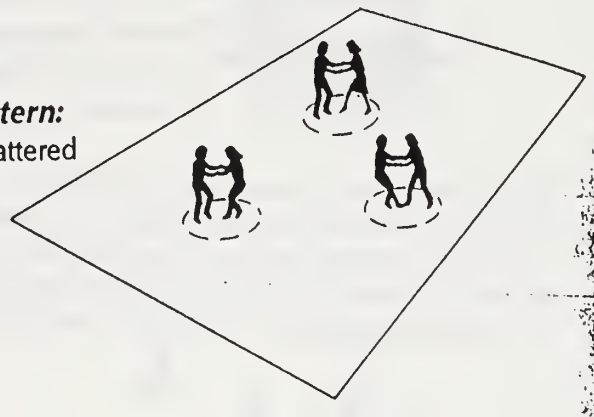
The object of this game is for each player to tag his or her partner's foot using one of his or her own feet. Pairs face one another and join hands. Play begins and ends on a signal from the games leader. Stress to the players that hands must always be held, and partner's feet should be tapped, not stomped.

Objects used:

None

Organizational pattern:

Pairs randomly scattered



Alternatives:

1. Use a trio of players all holding hands.
2. Define a confined area out of which the pairs may not move.
3. See how many tags are made in 15 seconds, 20 seconds.

> ***What if*** the pairs held only one hand?
>
> ***Could you*** also have players balance some object (e.g., bean bag, sock) on a shoulder or other body part as they attempt to tag their partners?
>
> ***What would happen if*** you added up all of the foot tags made in a specified time period and challenged another class to have even fewer tags?

Contributed by: Ellen Haehre—Norway

Same Place Tag

Description:

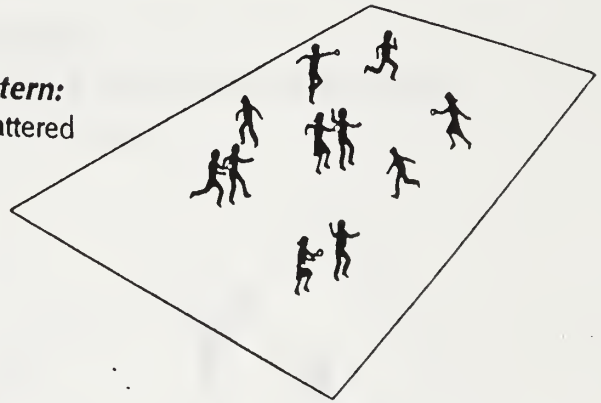
Each pair has one Nerf ball between them. The player with the ball is "It," and upon the games leader's signal runs after the partner and tags the partner with the ball. The ball is then given to the partner, who becomes the new "it." The object now is for "it" to run after the partner and tag him or her on the same part of the body that "it" was previously tagged.

Objects used:

Nerf balls

Organizational pattern:

Pairs randomly scattered



Alternatives:

1. Play in threes, so that the player with the ball has two players to chase.
2. Change the movement from running to skipping, hopping, or other movement.
3. Change the level of movement (e.g., travel on all fours).

> ***What if*** players had to carry a large soft ball in one hand and a small tagging ball in the other (without dropping the large ball)?
>
> ***Could you*** play this game with pairs of taggers chasing pairs of taggees?
>
> ***What would happen if*** the person tagged got to determine the manner in which players now moved?

Contributed by: Ellen Haehre—Norway

MEMORY GAMES

One Behind

Description:

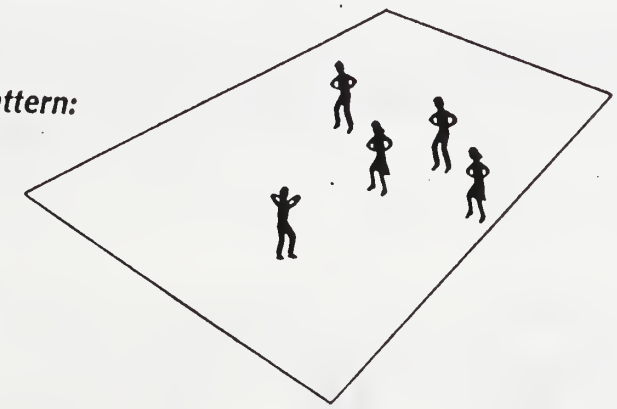
The object of this visual short-term memory game is for players to copy the movements performed by the games leader. However, players must always remain one movement behind the games leader. For example, the leader performs movement A (hands on hips), and players memorize it, and when the leader performs movement B (hands on shoulders), the players perform movement A. Thus the players always remain one movement behind that performed by the leader. Play continues in this fashion. All locomotor, nonlocomotor, and fitness movements are permitted.

Objects used:

None

Organizational pattern:

Players randomly scattered directly in front of the games leader



Alternatives:

1. Change the sequence of the movements.
2. Increase/decrease the delay time between the movement presentation and the actual movement performance.
3. Use equipment (e.g., dribble a ball, jump rope).

> ***What if*** you used this game for fitness warm-ups (e.g., running in place, push-ups)?
>
> ***Could you*** play two moves behind? How about three moves behind?
>
> ***What would happen if*** you talked and demonstrated at the same time?

Couples Races

Description:

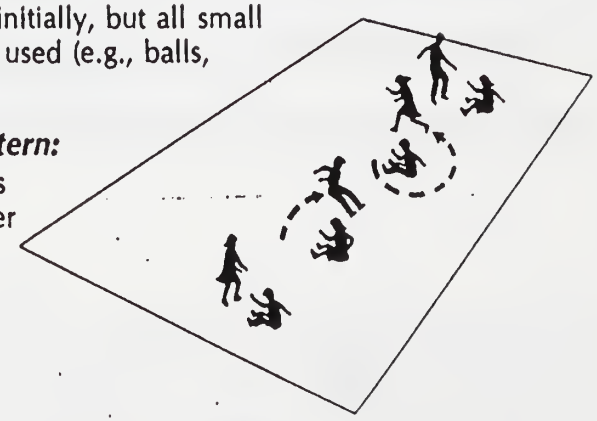
The object of this auditory short-term memory game is for players to remember all of the verbal instructions, perform all tasks properly, and return to the start position as soon as possible. Begin with only three tasks. For example, a player runs around his or her partner, touches an elbow to a knee, and jumps over the partner. The games leader gives movement tasks verbally to one partner of each pair of players. These tasks are to be performed in or around the partner's personal space. Do not name winners. The race is over when *everyone* is back and sitting down.

Objects used:

None are needed initially, but all small equipment can be used (e.g., balls, ropes, hoops)

Organizational pattern:

Two lines, partners opposite each other



Alternatives:

1. Increase the number of tasks.
2. Increase the amount of information within each task.
3. Decrease the delay time.

> ***What if*** you added movements using manipulation of balls or ropes?
>
> ***Could you*** give the players three tasks to perform and let them do them in any order?
>
> ***What would happen if*** you always gave the players a specific "ending" task, such as sitting down or waving through their legs?

Have a Seat

Description:

The object of this game is for players in a large circle to sit on each others' laps at the same time. At a predetermined signal, all players sit down on the knees and thighs of the players immediately behind them. It is important for them to move slowly.

Objects used:

None

Organizational pattern:

One large circle

Note:

This is not a reception and propulsion game. I have used it as an initial "getting to know you" game that precedes many of the basic movement games. To foster a sense of caring for others, players can gently rub another's back, shoulders, and arms. Sensitivity to others is a lesson that can be further enhanced by discussing personal needs and space rights.

Appendix IX

Resources for Cooperative Games and Full Value Contract

Resource List

Suggested books for Icebreakers and New Games

The Bottomless Bag
Author: Karl Rohnke
Beverly, MA.; Wilkscraft Creative Printing, 1988

Cowstails and Cobras II
Author: Karl Rohnke
Beverly, MA.; Wilkscraft Creative Printing, 1989

Games for Social and Life Skills
Author: Tim Bond
New York, N.Y.; Nichols Publishing Company, 1986

Group Decision Making
Author: Hermann Brandstatter
London and New York; Academic Press, 1982

Silver Bullets
Author: Karl Rohnke
Beverly, MA.; Wilkscraft Creative Printing, 1984

D.A.R.E. Summer Day Program

Goal setting is an important part of teamwork. The process is generally set in terms of what is called the **Full Value Contract**. This concept works for all types of groups and its universal application comes from a combination of simplicity, levels of interpretation, and the need for every group to establish some kind of protocol for how members deal with each other. You can choose other items to be included as part of your contract, but the bottom line needs to be the agreement to work together as a group and be safe.

This contract can be illustrated through an activity in which a small person lies down on a sheet or large piece of newsprint. The person's body is then outlined with a marker. This is referred to as the "Being". The group must then brainstorm different thing that allow a team to work together effectively or things that get in the way (i.e. respect, no name-calling, sharing, etc). The good things should be written on the inside of the Being and the bad things on the outside. Once the activity is completed, the Being can be hung-up or displayed in a public area.

Full Value Contract

We, (name of team) _____ agree:

a) To work together as a group and to work toward individual and group goals;

b) to adhere to certain safety and group behavior guidelines;

c) To give and receive feedback, both positive and negative, and to work toward changing behavior when it is appropriate.

Other _____

_____

_____

Signature of Team members

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Signature of Team Leader _____ Date _____

** This Full Value Contract is an adapted version taken from Project Adventure.

Appendix X

Sample Certificates

The Massachusetts
D. A. R. E. Officers
Association

D. A. R. E.
Summer Day Program

The Massachusetts
Governor's Alliance
Against Drugs

D.A.R.E. TO KEEP KIDS® OFF DRUGS

This is to certify that

_____

has successfully completed the Drug Abuse Resistance Education Program which is deserving of recognition by all the citizens of Massachusetts, this 13th day of August, 1993

Witness my hand and seal

William F. Weld

Governor

D. A. R. E.

Summer Day Program

D.A.R.E. TO KEEP KIDS® OFF DRUGS

This is to acknowledge

_____

for a significant contribution to the Drug Abuse Resistance Education Summer Day Program which is deserving of recognition this day of

Georgette Watson

President
The Massachusetts
D. A. R. E. Officers Association

Executive Director
The Massachusetts
Governor's Alliance Against Drugs

Appendix XI

Program Sponsors

and

Development Committee Members

Many thanks to the following for their commitment and support:

University of Massachusetts Lowell
The Center for Family, Work and Community
Drug Enforcement Administration
Massachusetts State Police
D.A.R.E. Massachusetts, Inc.
Massachusetts National Guard
Massachusetts Department of Education
UMass Lowell Campus Police
Lowell School Department
The National Parks Service
Lowell Saving Lives
Race Against Drugs
Lowell Housing Authority
The Lowell Regatta Festival
The Prevention Network
National Youth Sports Program
City of Lowell
Lowell Police Department
Shawmut Bank
ARA Services
Newark Atlantic Paper Company
Basbanes Linen Supply
Belmont Springs
Burger King
Cellular One
D'Angelos
Domino's Pizza
East End Club
Goju-Ryu Karate Club
Greater Lowell Boys Club
Heritage Ice Cream
Kentucky Fried Chicken
Market Basket
Papa Gino's
Polaroid
Rape Crisis Services of Greater Lowell
Stateline Potato Chip Company
Subway Subs
Trolley Stop Pizza
Veryfine

And to all the others that have helped to make this program a success

SUMMER D.A.R.E. COMMITTEE MEMBERS

William L. Paterson, Deputy Director
Governor's Alliance Against Drugs
One Ashburton Place
Boston, MA 02108
617-727-0786

Jan Goodwill
Lowell Community/ University Partnership
1 University Avenue
Lowell, MA 01854
508-934-4677

Zoraida LeBron, Executive Director
The Psychological Center
488 Essex Street
Lawrence, MA 01841
508-685-1337

Neal Newman, Executive Director
Coalition for a Better Acre
741 Merrimack Street
Lowell,MA 01852
508-452-7523

Kenneth Powers, Executive Director
Lowell House, Inc.
555 Merrimack Street, Rear
Lowell, MA 01852
508-459-8656

Roni Fortune
Program Director NYSP
c/o Athletic Department
U/Mass Lowell
1 University Avenue
Lowell,MA 01854
508-934-2346

David Graves
Lowell Housing Authority
350 Moody Street
P.O. Box 60
Lowell, MA 01853
508-937-3500

The Honorable Joseph A. Grasso,Jr.
Chief Administrative Judge
Lowell District Court
41 Hurd Street
Lowell,MA 01852
508-459-4101

Edward M. Nolan, Lieutenant
D.A.R.E.
Town of North Reading
Massashusetts 01864
508-664-3133

Paul Sullivan
Drug Free Schools Program
Lowell School Department
50 French Street
Lowell, MA 01852
508-937-8938

Jane Benfey, Coordinator
Teen Coalition
585 Merrimack Street
Lowell, MA 01852
508-937-6045

Bernie Lemoine
Office of Substance Abuse
Lowell City Hall
Lowell, MA 01852
508-970-4106

Arva Clark, Executive Director
Greater Lowell YWCA
206 Rogers Street
Lowell, MA 01852
508-454-5405

Dana Skinner
Program Director NYSP
c/o Athletic Department
U/Mass Lowell
1 University Avenue
Lowell, MA 01854
508-934-2346

Pat McCoy
Parks and Recreation Department
JFK Civic Center
50 Arcand Drive
Lowell,MA 01852
508-970-4171

Marlene A. Browne
Lowell Housing Authority
350 Moody Street
P.O. Box 60
Lowell, MA 01853
508-937-3500

Linda Hart
Mahoney Hall
Psychology Department
U/Mass Lowell
1 University Avenue
Lowell,MA 01854
508-934-4677

Captain Ed Davis
Lowell Police Department
50 Arcand Drive
Lowell,MA 01852
508-937-3212

Dr. Frederick P. Sperounis
Vice-President
University of Massachusetts/ Lowell
University Relations & Development
1 University Avenue
Lowell, MA 01854
508-937-1212

Kym Craven
Lowell Saving Lives
City Hall, Room 33
375 Merrimack Street
Lowell, MA 01852
508-937-3234

Norah Wylie
Assistant Attorney General
Office of the Attorney General
One Ashburton Place
Boston, MA 02108
617-727-2200

Sheila Foley
State D.A.R.E. Coordinator
Criminal Justice Training Center
702 So. Westfield Street
Feeding Hills, MA 01030
413-786-0000

Dorothy O'Connel
Health Coordinator
Middlesex Community College
City Campus
33 Kearney Square
Lowell, MA 01852
508-937-5454 ext.6023

Thomas Reilly
Middlesex County District Attorney
40 Thorndike Street
Cambridge, MA 02141
617-494-4050

Sue Legget
Patrick Carnahan
T.J.Donovan
National Park Service
169 Merrimack Street
Lowell, MA 01852
508-970-5000

Jeff Davidson
Public Relations Department
Lowell Police Department
50 Arcand Drive
Lowell, MA 01852
508-937-3212

Warren Ignacio
Race Against Drugs
Lowell Saving Lives
375 Merrimack Street
Lowell,MA 01852
508-458-0542

Appendix XII

D.A.R.E. Summer
Day Program
1993

Evaluation

Evaluation Questionnaire

An evaluation questionnaire was designed by Lt. Ed Nolan specifically for the D.A.R.E. Summer Day Program.

Category of respondent:

1. Camp Coordinator, Assistant Camp Coordinator, Supervisor of Peer Leader/Project Aides
2. Development/Implementation Team
3. Team Leader
4. Project Aide
5. Peer Leader
6. Curriculum Presenter
7. Activities Leader
8. Observer/Volunteer
9. Evaluator

The statements/questions were based on a (1) one through (5) five rating. One indicating "did not meet objective" and five indicating "exceeded objective". The following questions were presented:

1. The program supplemented existing community prevention programs.

2. Positive contacts were established between law enforcement officers and participating program clients and adolescent assistants.

3. Positive contacts were established between law enforcement officers and the various segments of community.

4. Youth interacted with positive role models.

5. Networks between agencies and participants were established.

6. The concept the "the Community Cares About You" was communicated and reinforced to the children.

7. Support systems for participants were explained and developed and reinforced by teambuilding activities.

8. Participants were introduced to violence prevention strategies.

9. Participants were introduced to "Multiculturalism Concepts", excepting the differences in each other.

10. Participants were introduced to the concepts of healthy alternatives to drug use and reinforced through fun activities.

11. Participants were introduced to the consequences of using/not using drugs such as alcohol, marijuana and tobacco and had a chance to communicate their own feelings in class discussions.

12. The importance of self-esteem were communicated to participants through positive motivation, fun activities, classroom activities and discussion and reinforced by staff.

13. Participants were exposed to a college environment.

14. Participants were given a message of hope.

15. The facility met or exceeded the needs of the program.

16. The program staff met or exceeded your needs.

17. The program met or exceeded expectations.

Staff Evaluation

D.A.R.E. Summer Day Program

Sponsored by:

Massachusetts D.A.R.E. Officer's Association
and
Governor's Alliance Against Drugs

August 13 - 20, 1993
Lowell, Massachusetts

Brenda J. Bond
Assistant Coordinator
D.A.R.E. Summer Day Program

Staff Evaluation by Topic
Concerns, Adjustments and Recommendations

Information compiled from daily staff debriefings and individual interviews. The following represents areas of improvement for each category.

Development Committee & Staff	
Concerns	**Adjustments and/or Recommendations**
Clergy was no represented in planning and implementation.	Include clergy.
Unaware of many funding deadlines for grant monies and donations.	Find out when applications for funding deadlines are so that the budget is ready earlier.
Some untrained facilitators presenting educational workshops.	Enlist trained professionals to facilitate educational workshops.
Staff burn-out.	Enlist more staff (team leaders etc.).
Not enough DARE emphasis throughout the program.	Ensure that program focus is DARE concept.
Not enough planning time.	Start planning next year's program now.
Not enough time for hired staff to organize.	Hire staff in the very beginning.
Not enough phones, keys for office.	Have more keys, phones available .
Not enough support from businesses, funders. Not enough public relations.	Start early, put together presentations for next year to pull supporters into program. Gather supplies early and be aware of donation deadlines, etc.
Not enough female DARE Officers (especially presenters).	Secure more female DARE Officers - role models.
DARE Officers presenting need to have materials ready prior to that day. They need to also adjust to time constraints.	Ensure that presenters come with materials. If the curriculum is modified - possibly have the new materials available.
Low Petty Cash, staff were using their own money to buy supplies.	Have enough petty cash available each week ($1,500.) to cover expenses.

Outreach to Participants	
Concerns	**Adjustments and/or recommendations**
Last minute registrants.	Get brochures and info out to schools, churches, agencies by April 1st. Emphasize FREE.
Some participants did not return medical forms.	Medical forms must be in before the child is allowed to attend. Phone call system?

Staff, Job Descriptions, Role of all Leaders	
Concerns	**Adjustments and/or recommendations**
Too much downtime during lunch and in between activities.	Use game packets and knowledge from orientation training session.
Participants with bruises, abuse issues.	Any adult working with children needs to report any abuse issues to DSS. If there is a trained Officer or Social Worker on site please notify right away. Add to training.
Peer Leaders and Project Aides are taking breaks at the same time which leaves only the DARE Officer to supervise group.	Peer Leaders should take their breaks during 9:15 block and Project Aides take their breaks during 10:15 block, DARE Officer @ lunch.
Not enough supervision of children during lunch. Some supervisors are leaving classroom to eat.	Some Peer Leaders were not allowed to eat with the children. They should make arrangements with the Project Aide or DARE Officer so that the children have enough supervision.

. Training & Orientation	
Concerns	**Adjustments and/or recommendations**
Those who facilitated games were not organized or trained enough.	Train facilitators early. Have planned activities scheduled. Train them to ensure that they interact with participants properly. Have 1 facilitator per group.
Not a clear understanding by all of DARE concept.	Have an extensive training of all (staff & volunteers) regarding the DARE Concept so that it is the focus of the program. A "Training Packet" could be developed and distributed a few weeks prior for review. This would be reinforced at the orientation.
Not enough DARE reinforcement throughout the week.	Mention at training. Teachable moments. Have strategies for transferring DARE message.
Sensitive issues were not thoroughly covered.	Notify all that sensitive issues may arise and that they are responsible for reporting them if necessary. Also be on the look-out
Police Officers were wearing their guns.	No firearms allowed into classroom. Possibly have a lock-box for storage.

Scheduling/Program Structure	
Concerns	**Adjustments and/or recommendations**
Day was too long for some participants supervisors.	Allow an hour break for each leader (See Staff, job descriptions).
Too much downtime during breaks, lunch, in between activities.	Take teams outside and play games, use game packets distributed at orientation.
Teams are too close together during outdoor activities.	Separate teams physically as much as possible when necessary.
Too many bathroom breaks.	Bathroom visits during breaks and lunch (unless medically required).
Participants were picking & choosing activities which was promoting isolated behavior.	All participants join in all activities. Discourage isolated behaviors.
Karate demonstration was too violent.	Focus on defensive techniques. Maybe use exhibits. They revised it for week 2. National Guard Master Fitness Trainers may be helpful next year.
Water supply ran low.	Ensure that there is enough water. About 100 gallons needed each week unless the Water Buffaloes are available.
Donuts at break!!!!	No sugar-filled snacks at break please.
Rain.	All went pretty smooth considering.
Children need to be more controlled during barbecue.	They should stay with team, parents can eat with team, they should sign out with Leader if they are leaving with parent.
Barbecue didn't run into bus pick-up time.	Need to coordinate both so that there isn't downtime in between.
2nd week - Disappointments regarding helicopter.	Try not to let the kids know what's up unless it's definitely going to happen.
No introduction to DARE.	Have an overview of DARE instead of a speaker at the beginning of the week.
Afternoon activities didn't reflect back on DARE lessons, or bring up other DARE lessons.	Team Leader/DARE Officer could take a 1/2 hour to cover some of the DARE lessons that aren't covered in classes (i.e. Self-esteem).
Afternoon activities were sometimes disorganized.	More supervision for game facilitators, one person should be in charge of making sure games, arts & crafts are organized, staff needs to be aware of where they're going and if there are any changes.
Curriculum presenters weren't sure of where they were supposed to be.	Have one person be in charge of greeting them and getting them settled.
Supplies ran out the second week.	Enough supplies should be purchased ahead of time and stored away.

Curriculum materials sometimes not age appropriate.	Ensure that all educational materials are age appropriate.
Some of the volunteer game facilitators were not trained to work with children in this age group.	Have a prior training for them . Have close supervision and only 1 per team.
Game supplies were floating around everywhere.	Create a log book to sign supplies in and out.
Games in 20 & 30 minute intervals didn't work.	Have a more organized schedule of activities.

Team Issues	
Concerns	**Adjustments and/or recommendations**
Participants with ADD (Attention Deficit Disorder) acting out.	These campers need more attention from leaders. Possibly have an extra leader assigned to that team.
Participants who had siblings on the same team were causing trouble.	Separate siblings as much as possible.
Some teams had a difficult time quieting their team.	At the beginning of the week each team can develop a universal quiet sign for their group.
Some participant supervisors were talking during classroom lessons.	No talking during classroom lessons - sets a bad example.
Children that returned the second week were disrupting activities because they were getting bored, and they had already been through the program.	Children are allowed to attend one week only.
Teams were too big the second week. Not enough adult supervision.	Allow only 12-15 per team with at least 3 adults or have more than 10 teams.
Name tag shortage.	Purchase enough name tags for every day. Have them written for the week ahead of time.

Transportation	
Concerns	**Adjustments and/or recommendations**
Monday, of the second week was too disorganized. Didn't know which bus the kids were supposed to be on.	This was a result of having only the weekend to prepare, also the Boys Club was unable to provide us with the listing as they did the 1st week. The info was gathered and ready for Tuesday. Have all bus assignments ready by the 1st week and confirm them every day by 11:00am.

Not everyone knew what bus each child should go on. Getting kids onto the bus was slightly disorganized.	Put bus numbers on name tags. Call Bus 1 first, then Bus 2, so on. Only one person to OK departure of buses.
Lawrence bus didn't run smoothly.	Make sure all kids get onto bus. Should be same count in AM and PM.
Children that are being picked up by parents were not together.	Have all kids wait near the tent with adult supervision until their parents arrive. Have a list of pick-ups available.

Evaluation	
Concerns	**Adjustments and/or recommendations**
Some of the participants couldn't read or write.	Ensure that evaluation instruments are appropriate for everyone. Have Leaders help the children with the evaluation process. Have leaders work with evaluation staff to develop experientially-based evaluation.
Language on the adult questionnaire was unclear. Didn't distinguish paidand volunteer staff.	Clarify language .
Not all staff were able to attend debriefing at the end of the day, they missed some important issues.	Plan a time when all staff can be present for debriefing or provide alternatives.

Evaluation Questionnaire

An evaluation questionnaire was designed by Lt. Ed Nolan specifically for the D.A.R.E. Summer Day Program. Although not everyone had a chance to complete the questionnaire, there were enough completed by each category of respondents to represent a sample.

Category of respondent:

1. Camp Coordinator, Assistant Camp Coordinator, Supervisor of Peer Leader/Project Aides
2. Development/Implementation Team
3. Team Leader
4. Project Aide
5. Peer Leader
6. Curriculum Presenter
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13. Participants were exposed to a college environment.

14. Participants were given a message of hope.

15. The facility met or exceeded the needs of the program.

16. The program staff met or exceeded your needs.

17. The program met or exceeded expectations.

The following figures present the results of the Evaluation Questionnaire. Figures 1 - 7 represent the **average response** by each category of respondents that participated in the program in one capacity or another. Figure 8 - 24 represent a **comparison of average responses** given by each category of respondents. Questions raised by the information are included below each graph

**** It should be noted that not every respondent completed every question.**

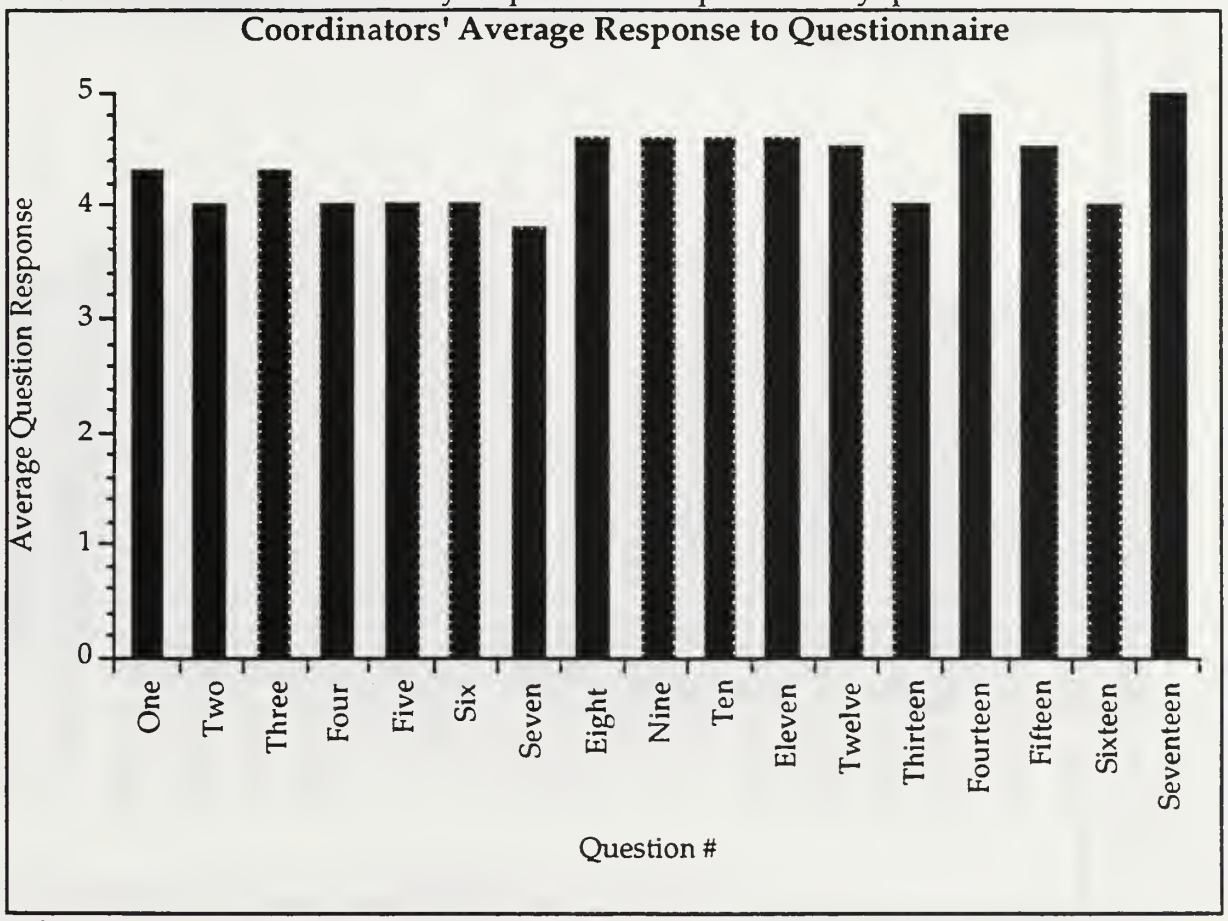
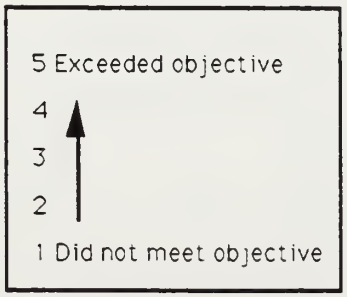


Figure 1

As you can see all of the responses from the Coordinators were rated above the 3.75 range. The highest rating was a 5.0 for question #17 *" the program met or exceeded expectations"*. The lowest rating was a 3.75 for question #7 *"support systems for participants were explained and developed and reinforced by teambuilding activities"*.



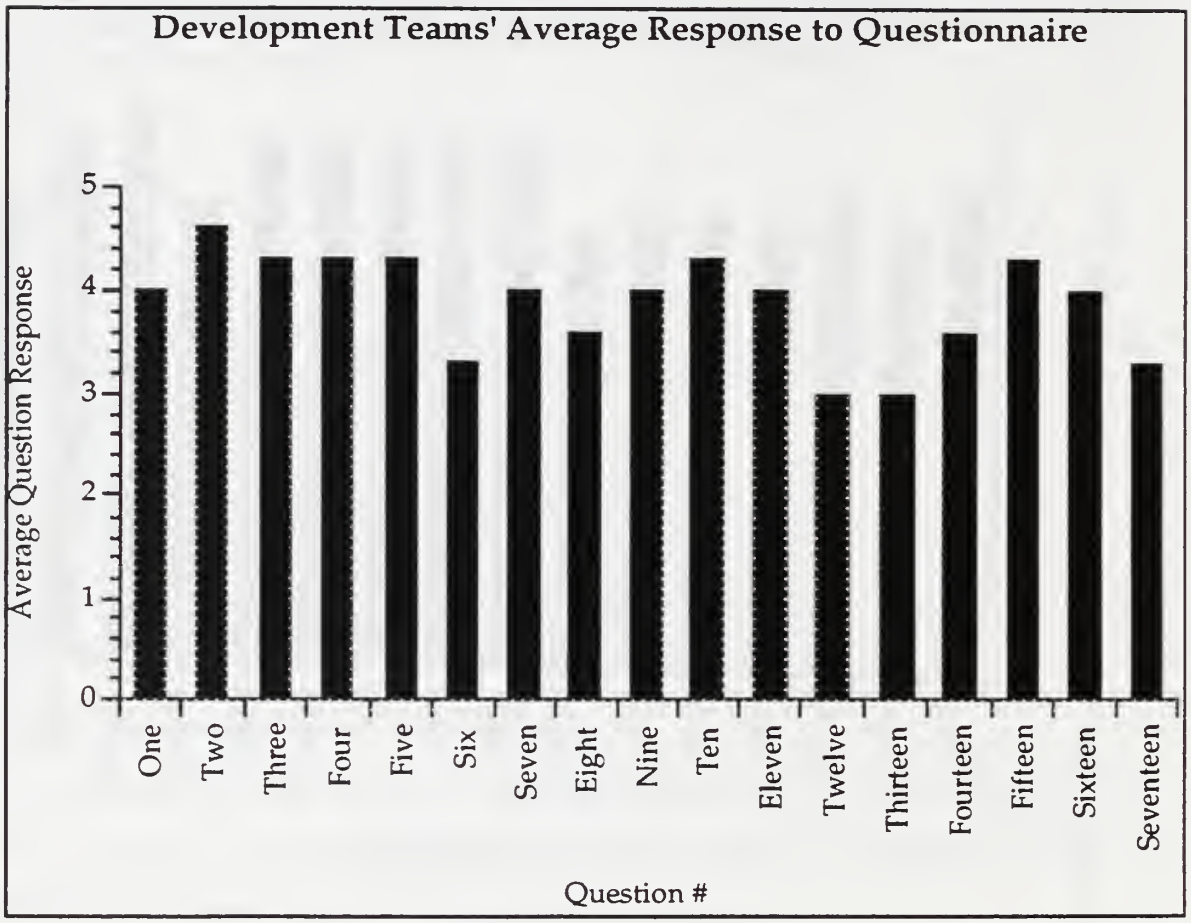
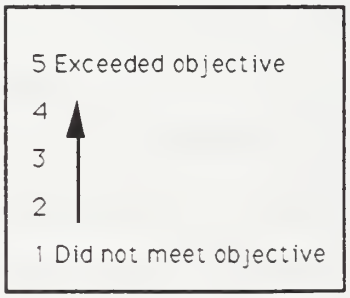


Figure 2

The responses of the Development Team were varied which may be a reflection of the fact that many members of the Development Team were not able to attend the program for the entire two week period. Many of the Team got to view only bits and pieces of the program. Their highest rating was for question #2 ***"positive contacts were established between law enforcement officers and participating program clients and adolescent assistants"***.



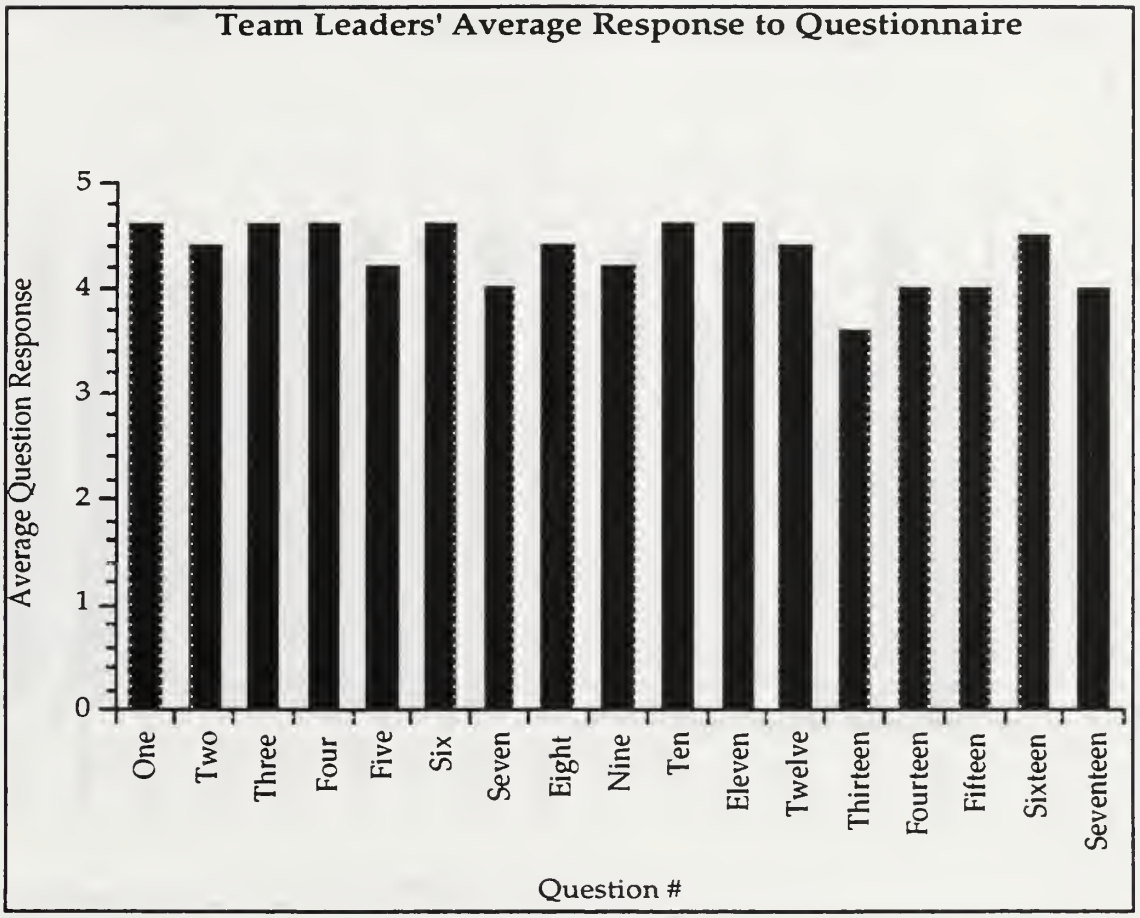
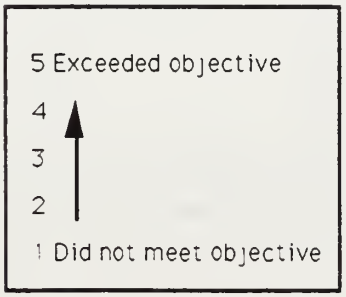


Figure 3

Much like the responses by the Coordinators, the Team Leaders response ratings were above the 3.75 range. It's interesting to note that both the Team Leaders and the Coordinators were present throughout the entire program period. Both were exposed to the daily operations of the program and were able to make judgements about what activities were working and which activities needed revisions.



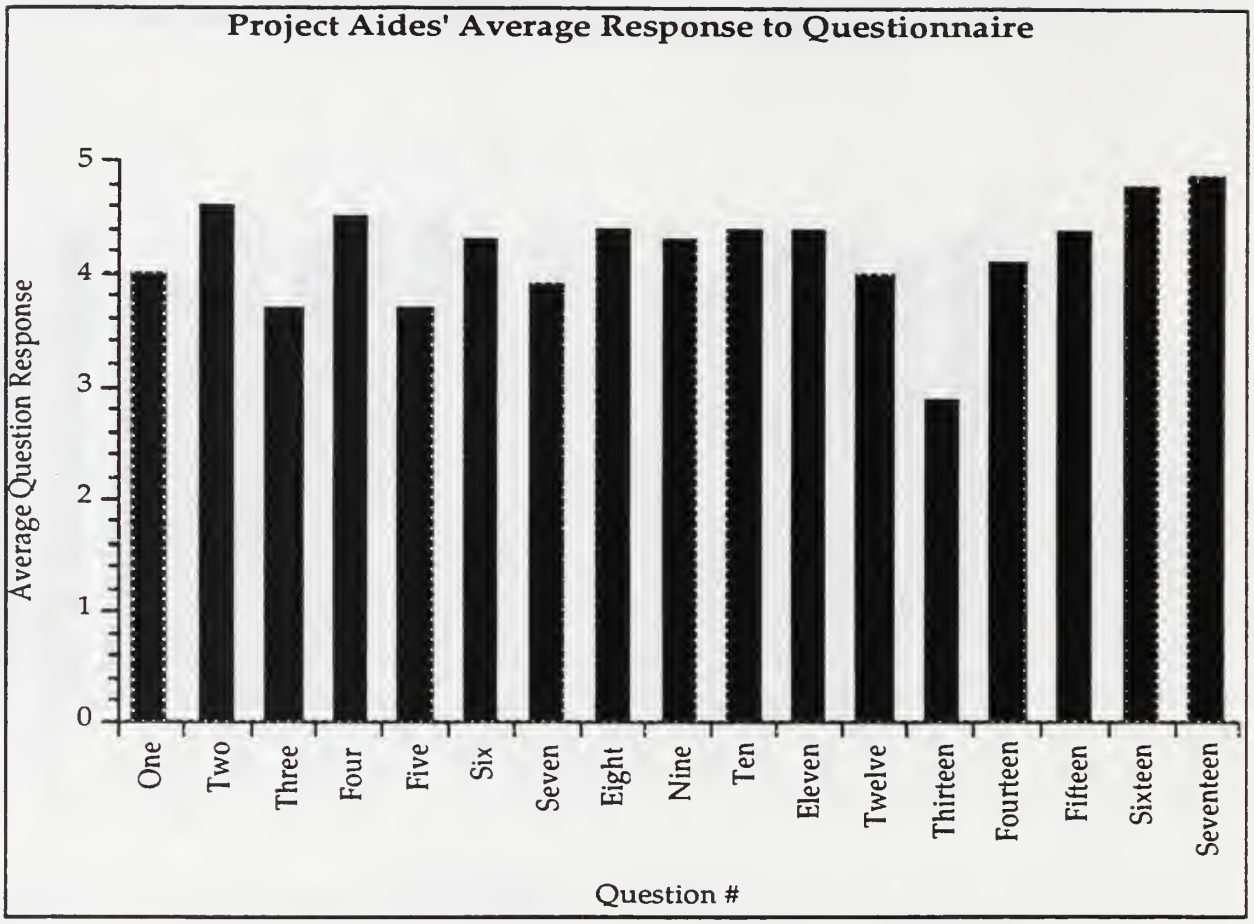


Figure 4

The responses of the Project Aides seemed to fluctuate between 2.75 and 5.0. Notice the low rating of question #13 ***" participants were exposed to a college environment"***. This may be because the program took place during the summer on a college campus when classes were not taking place.

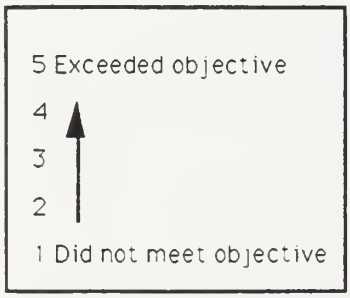
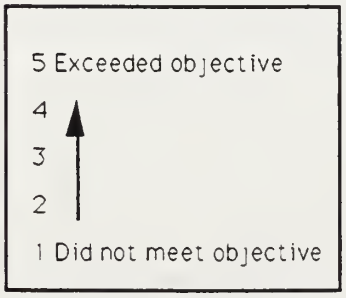


Figure 5

Like the Project Aides, the Peer Leaders' responses were varied. They also gave a low rating to question #13. Could the expectations of a "college environment" affected their responses to this question?



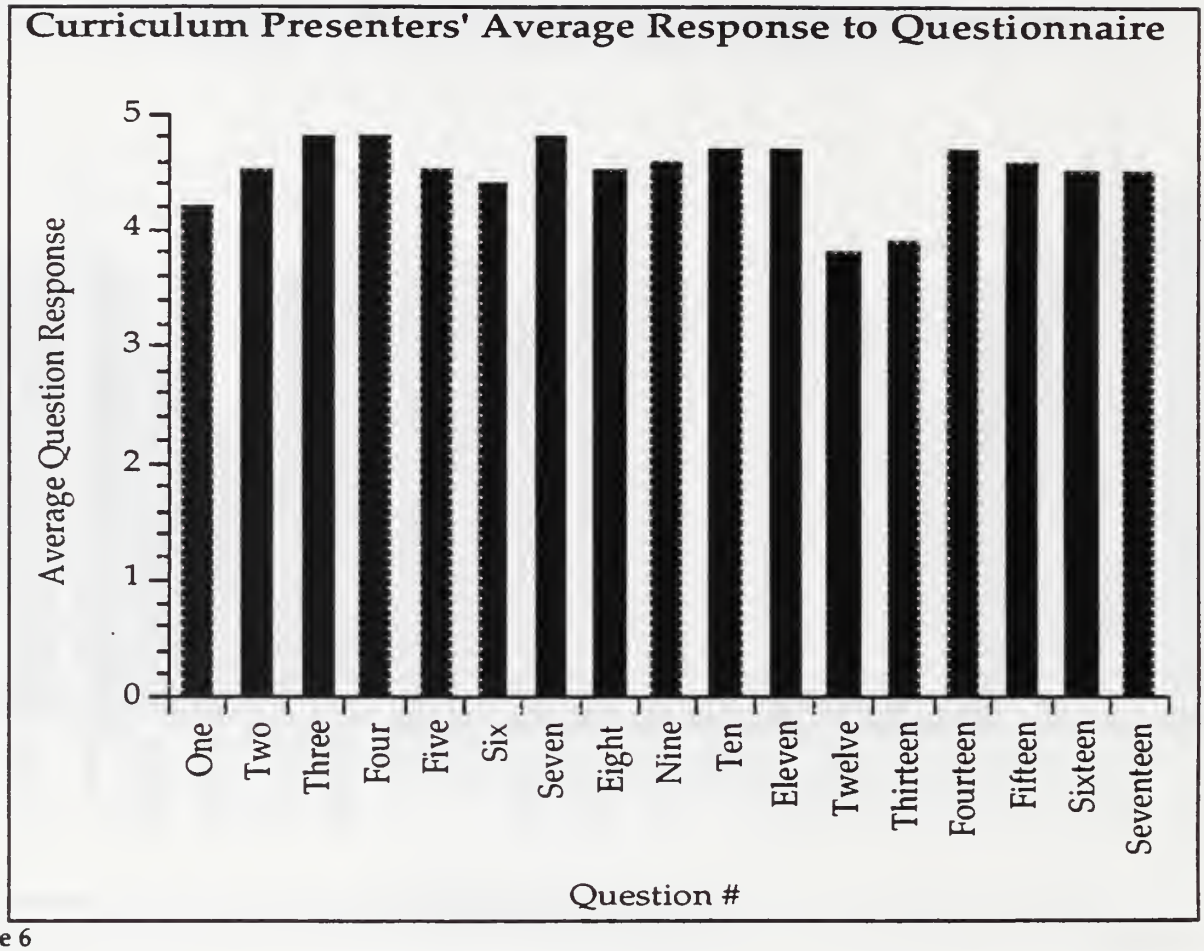
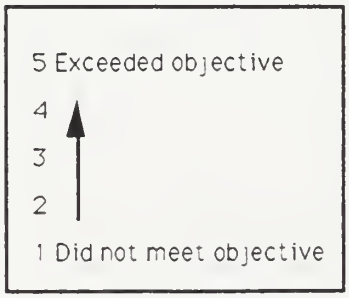


Figure 6

The overall responses from the Curriculum Presenters was high. They gave a lower rating for question #12 *"the importance of self-esteem were communicated to participants through positive motivation, fun activities, classroom activities and discussion and reinforced by staff"*. They also gave a low rating to question #13 *"participants were exposed to a college environment"*.



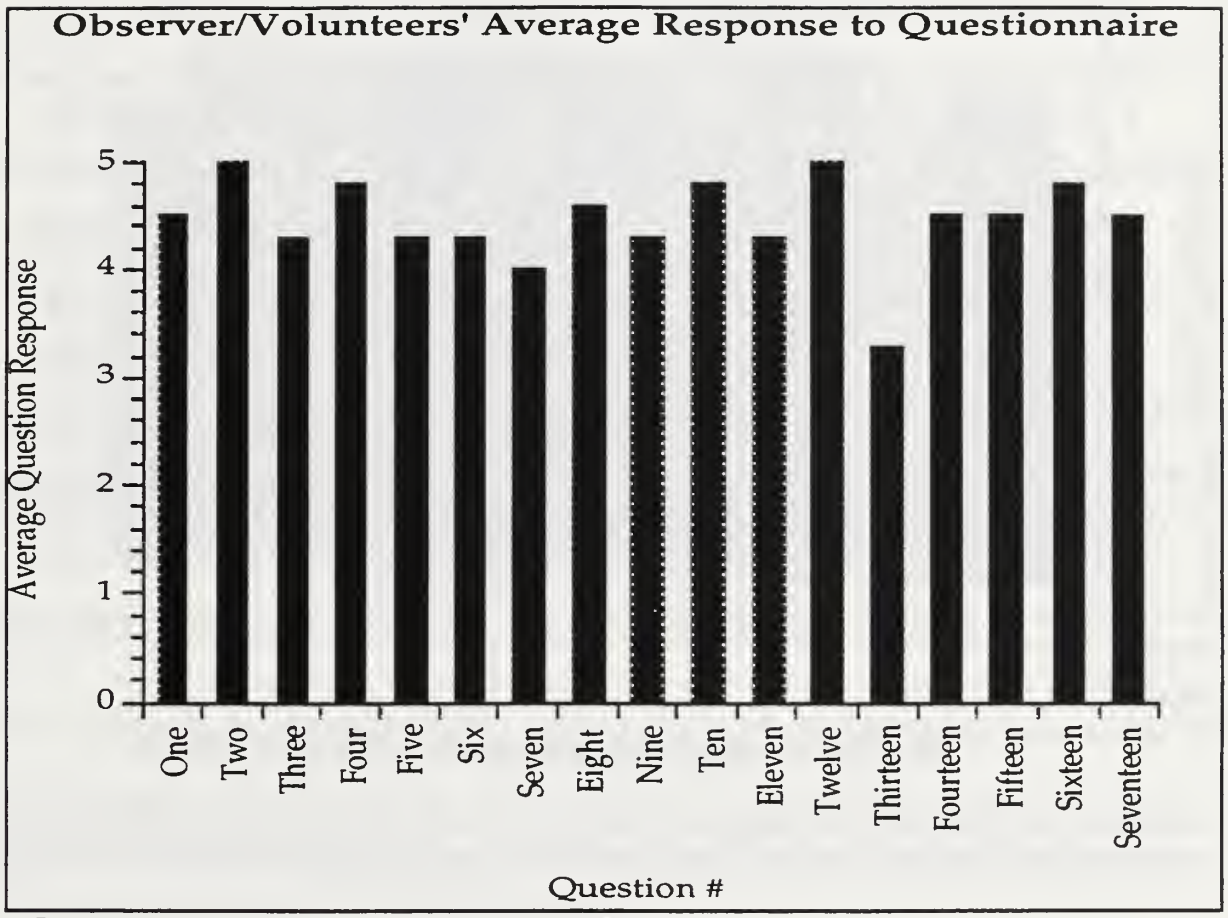
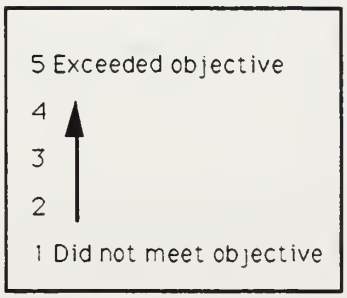


Figure 7

Again, the response to question #13 is very low compared to the other questions. All other responses were between the range of 4.0 and 5.0. A perfect 5.0 was presented for question #2 ***"positive contacts were established between law enforcement officers and participating program clients and adolescent assistants"***.



Figures 8 - 24 represent a **comparison of average responses** given by each category of respondents.

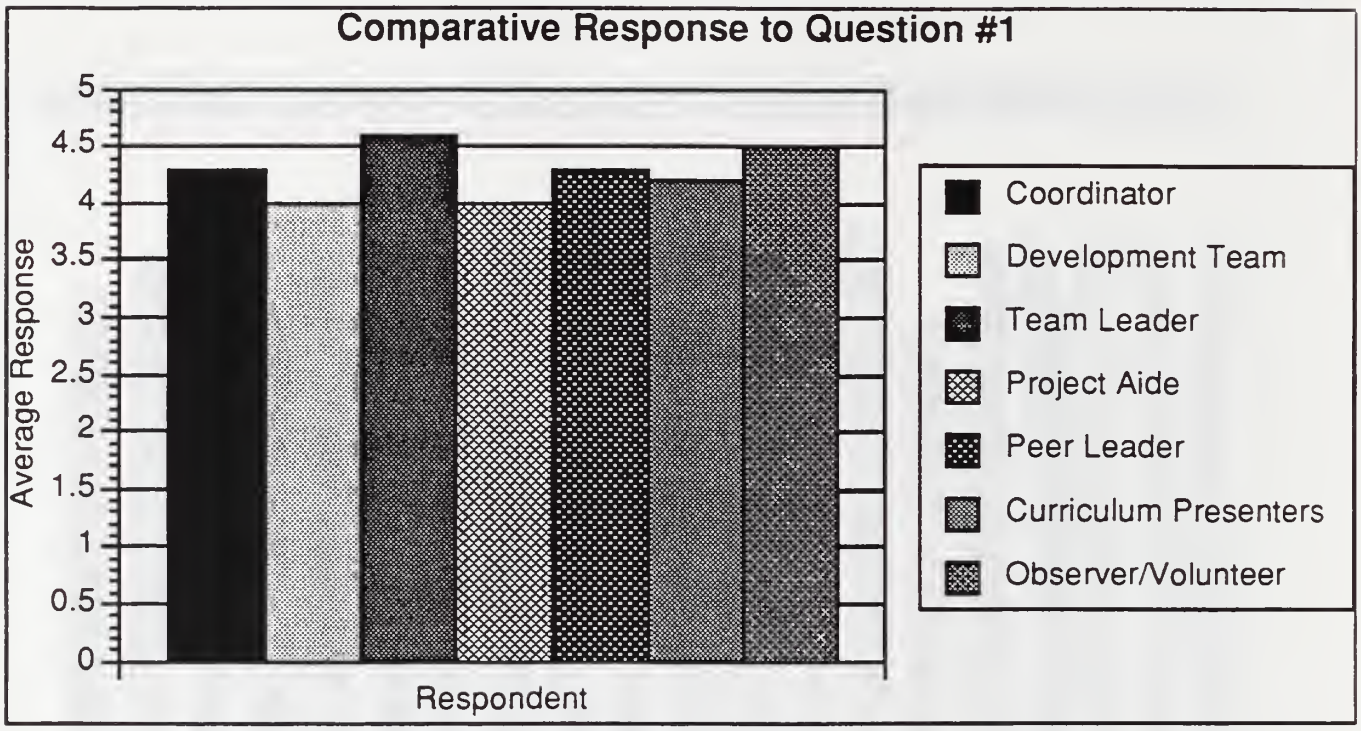
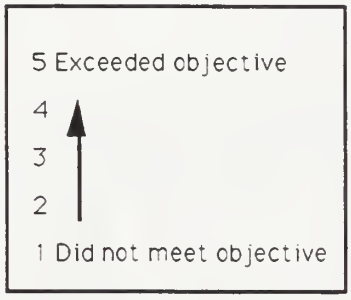


Figure 8

The Program supplemented existing community prevention programs.

All of the respondents rated question #1 above a 4.0. The Team Leaders response was the highest at 4.6. The Development Team and Project Aide responses were the lowest at 4.0



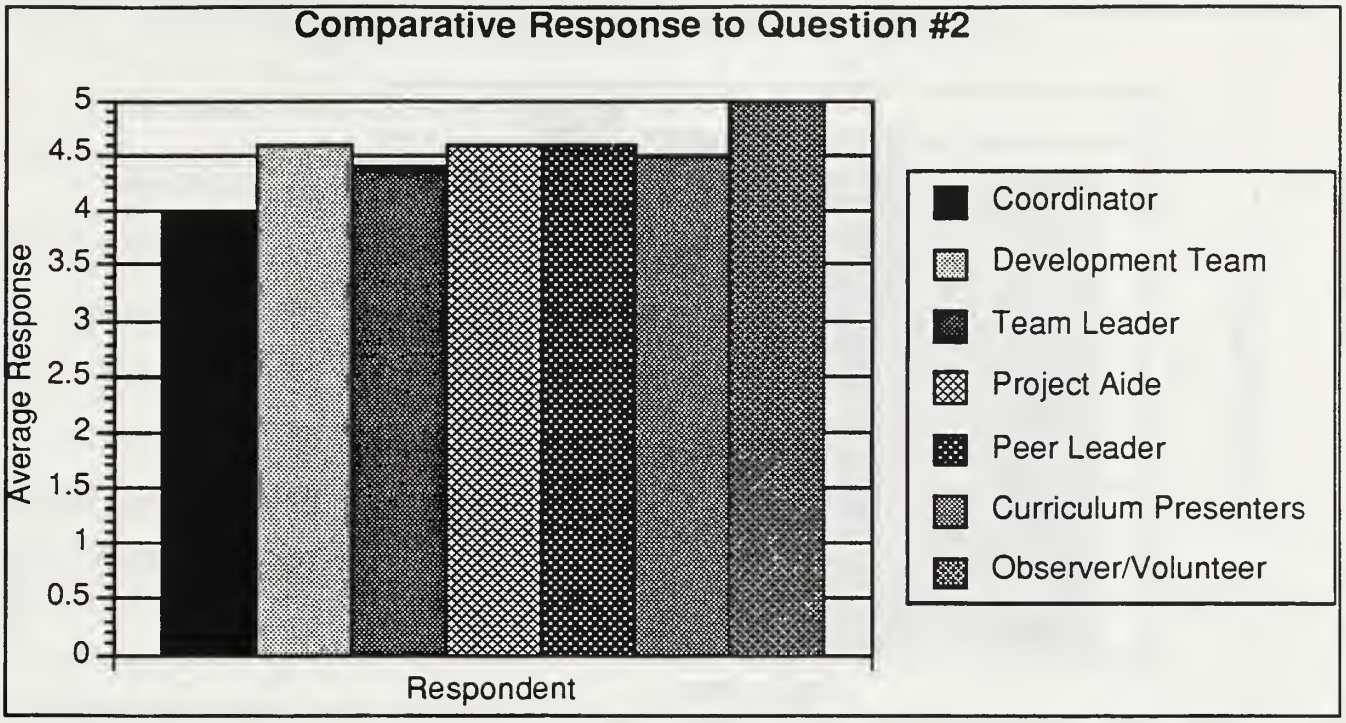
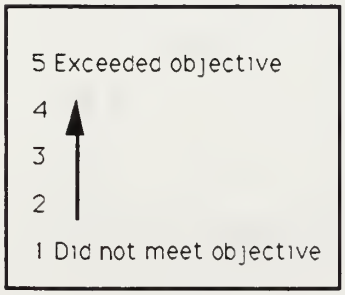


Figure 9

Positive contacts were established between law enforcement officers and participating program clients and adolescent assistants.

Question #2 also had ratings above the 4.0 range. The responses from the Observer/Volunteers averaged a perfect 5.0 (exceeded expectations). Why did the Coordinators rate this lower than other groups?



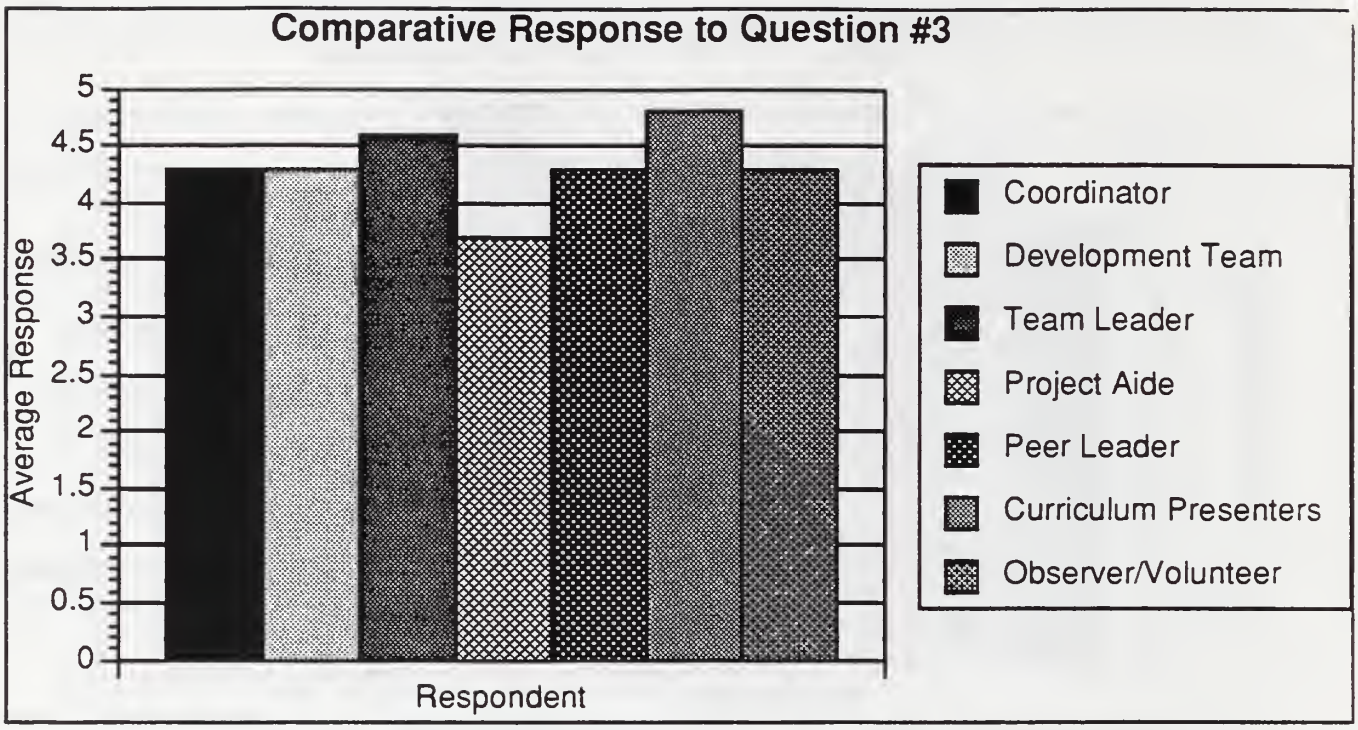
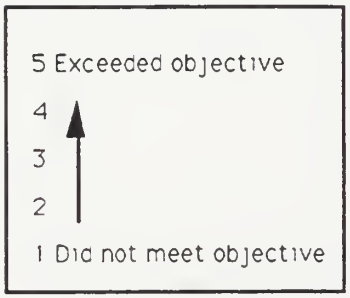


Figure 10

Positive contacts were established between law enforcement officers and the various segments of community.

The Coordinator, Development Team, Peer Leader and Observer/Volunteer responses all averaged a 4.25 rating while the Project Aides' rating was a low 3.6. The Curriculum Presenters rated this question the highest with a 4.75 rating.



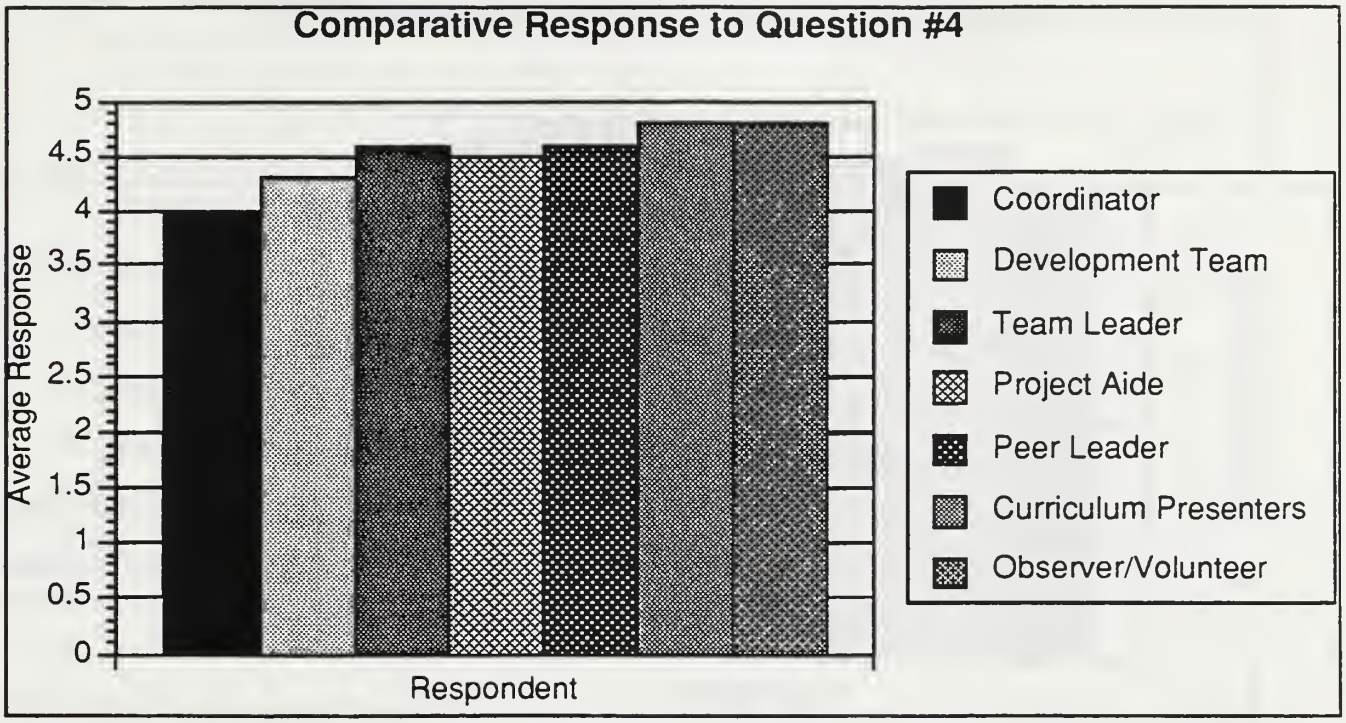
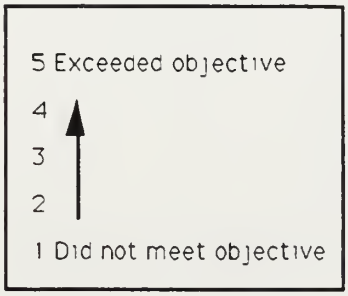


Figure 11

Youth interacted with positive role models.

All of the respondents averaged above a 4.0 rating. The Curriculum Presenters and the Observer/Volunteers' responses averaged a 4.75. Both were in a position to observe interactions between the program staff and the participants.



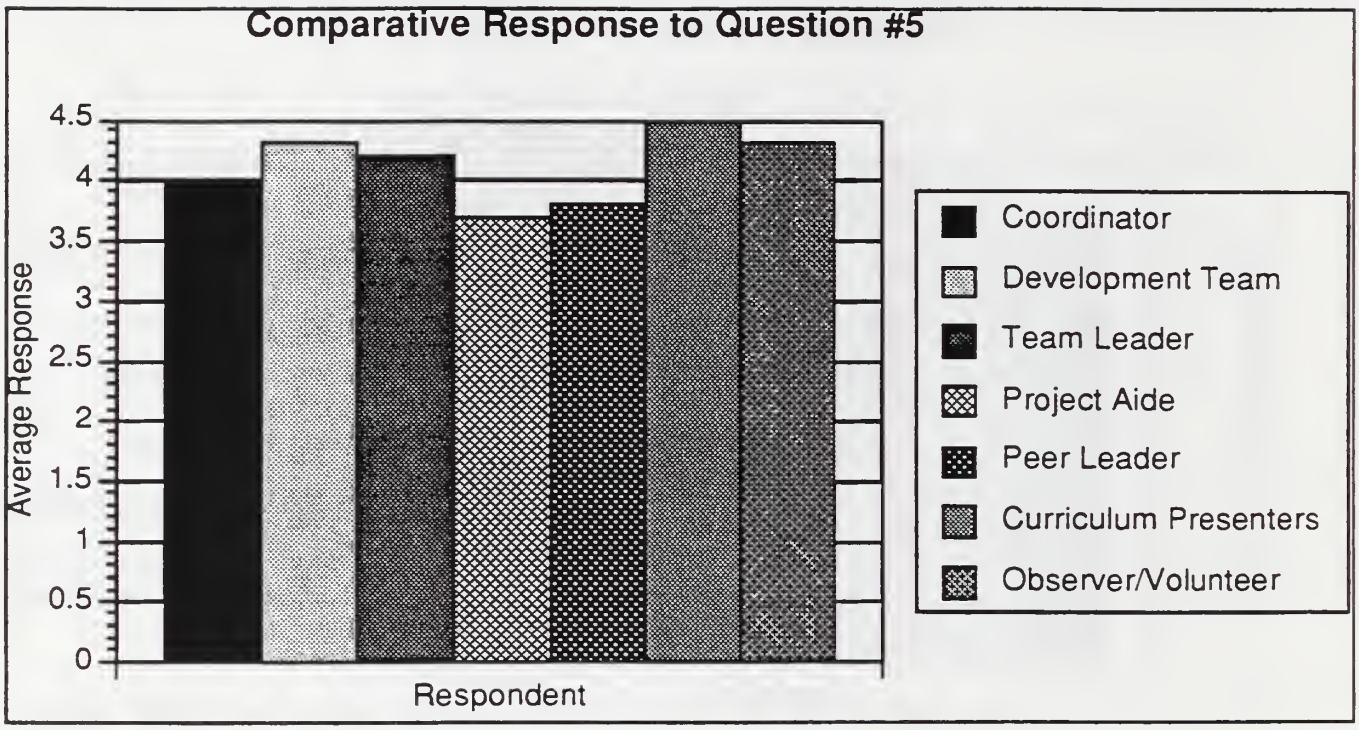
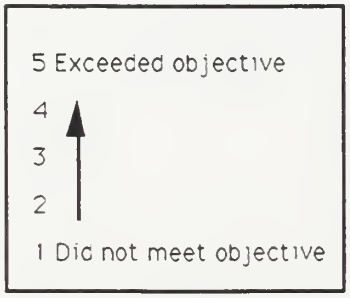


Figure 12

Networks between agencies and participants were established.

The Project Aides and Peer Leaders averaged the lowest rating for question #5, both between a 3.5 and 4.0. The remaining respondents averages ranged between 4.0 and 5.0.



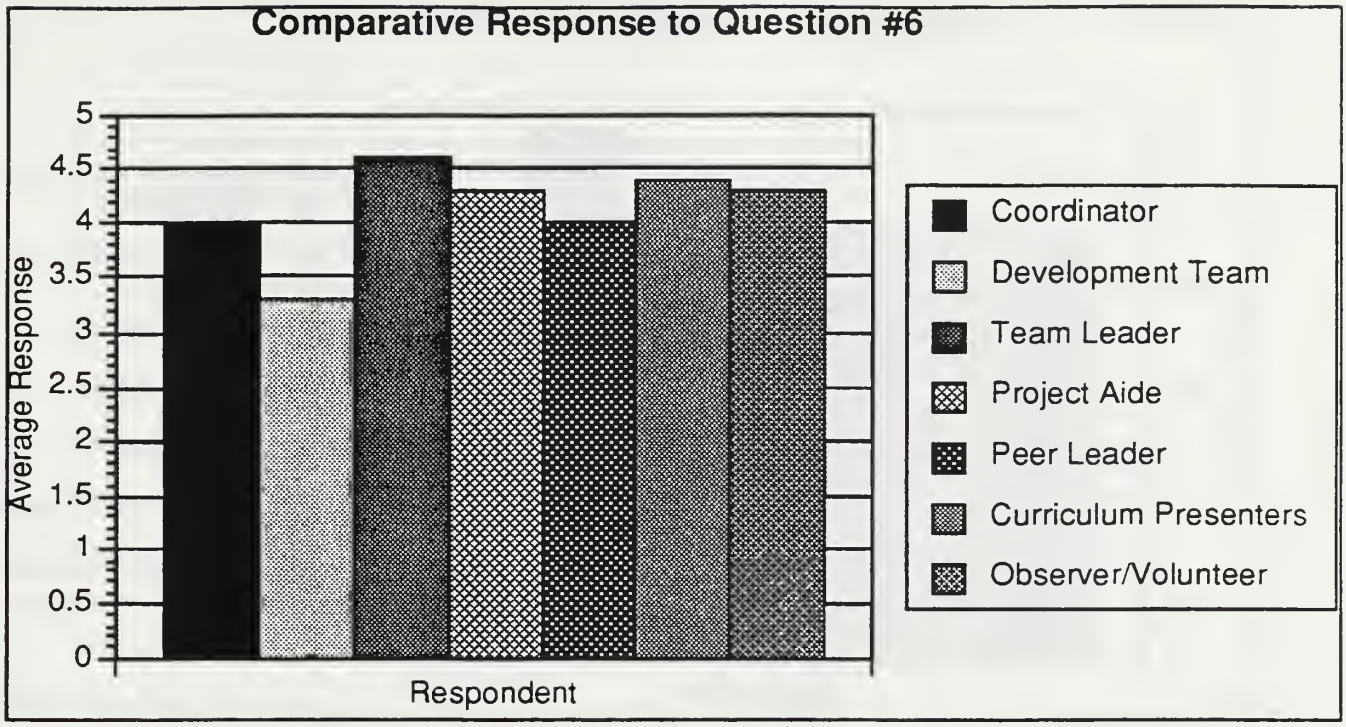
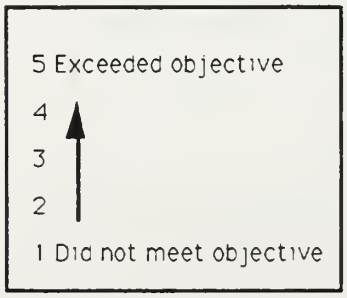


Figure 13

The concept the "the Community Cares About You" was communicated and reinforced to the children.

The overall responses of this question were much lower than other questions. The range was between 3.5 and 4.6. Many of the qualitative answers to the questionnaire noted that this concept was not promoted enough.



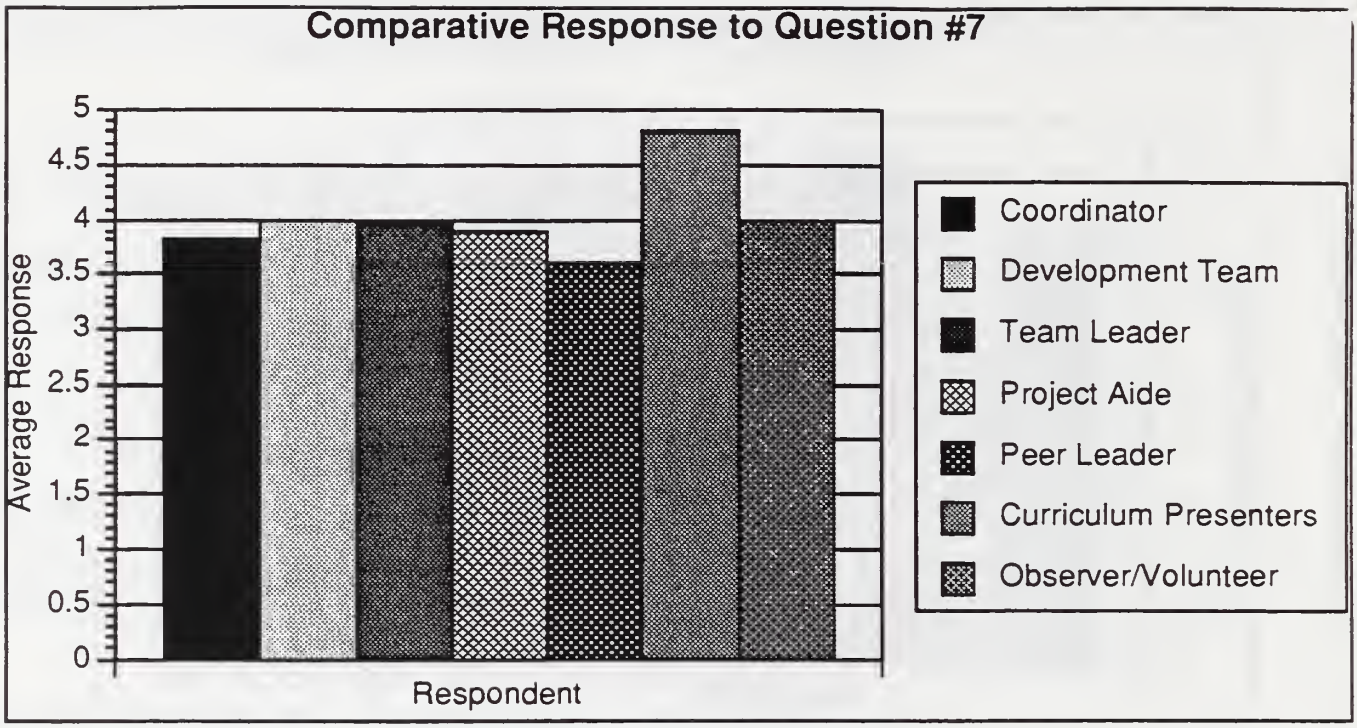
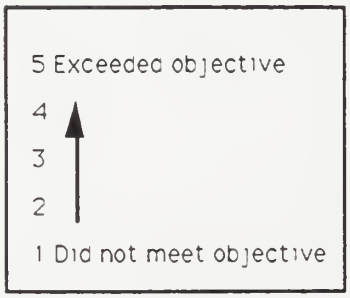


Figure 14

Support systems for participants were explained and developed and reinforced by teambuilding activities.

Interestingly, the Curriculum Presenters rated this question the highest with a 4.75. The Peer Leaders gave an average rating of 3.5. There were also low ratings by the Coordinators and the Project Aides.



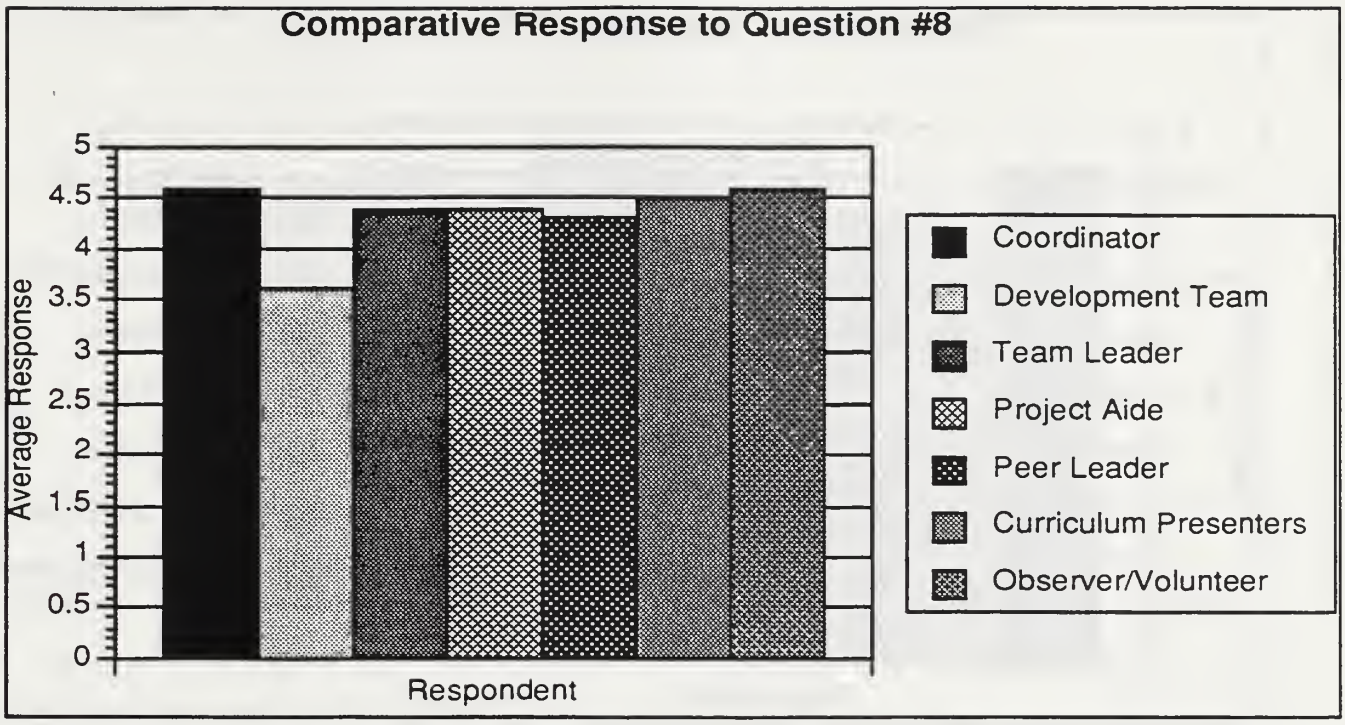
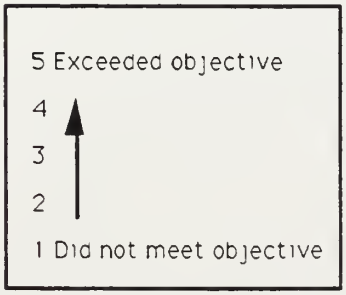


Figure 15

Participants were introduced to violence prevention strategies.

The responses of this question were close in range, between a 4.0 and 4.6. The Development Team averaged the lowest rating with a 3.5.



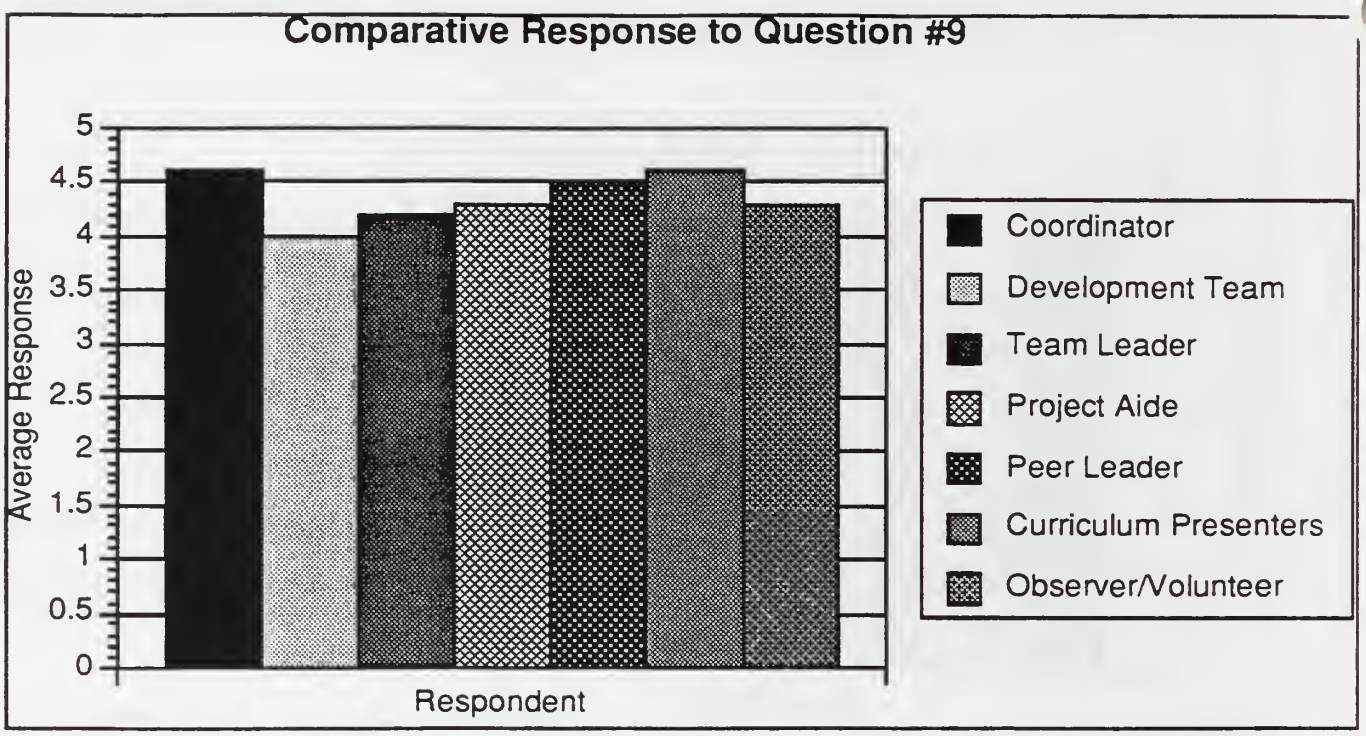
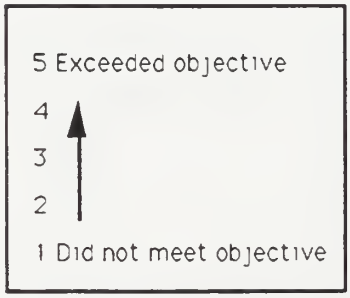


Figure 16

Participants were introduced to "Multiculturalism Concepts", excepting the differences in each other.

All of the respondents averaged a rating higher than a 4.0 with the highest coming from the Coordinators (4.6).



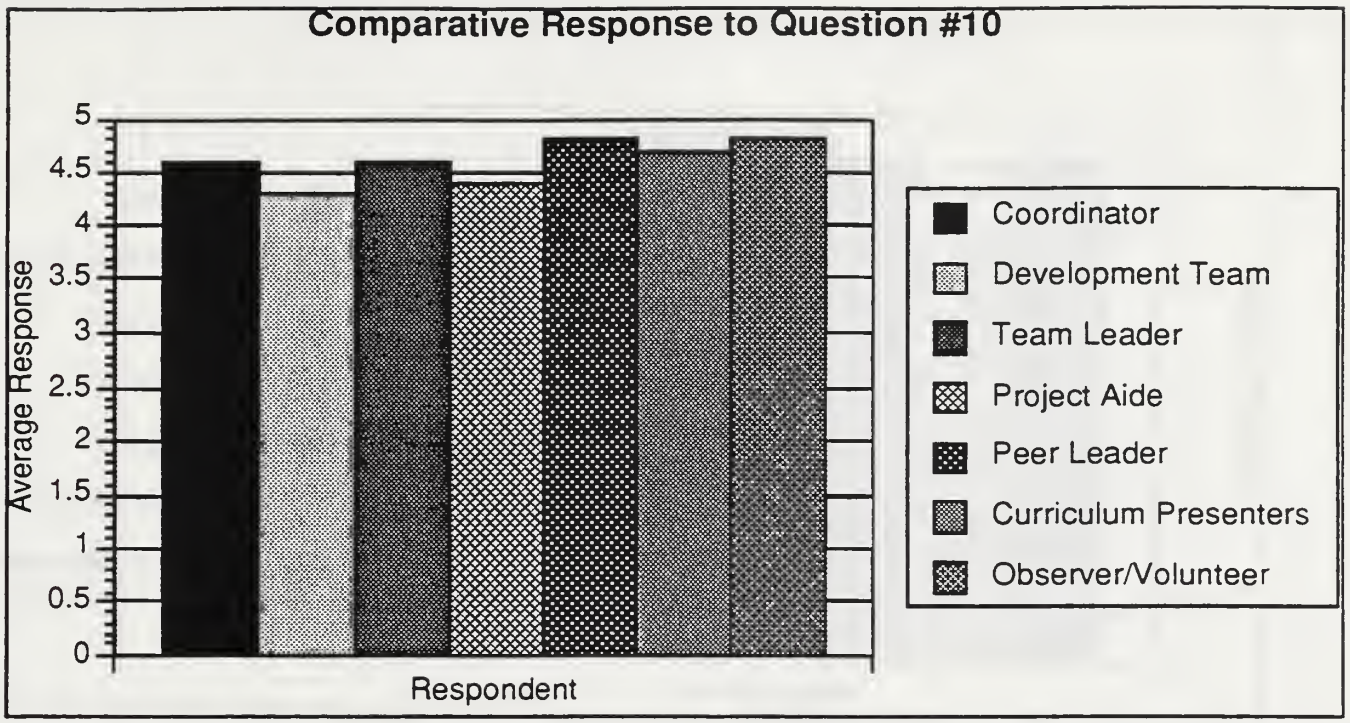
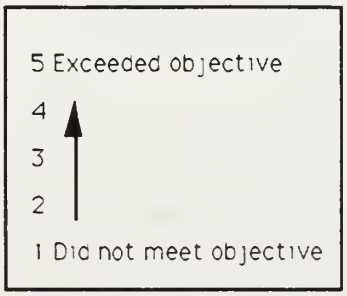


Figure 17

Participants were introduced to the concepts of healthy alternatives to drug use and reinforced through fun activities.

Noticably, this question received the highest average ratings across all of the questions. This is most likely due to the fact that the overall program theme reinforced "drug-free living" and was reinforced throughout the week.



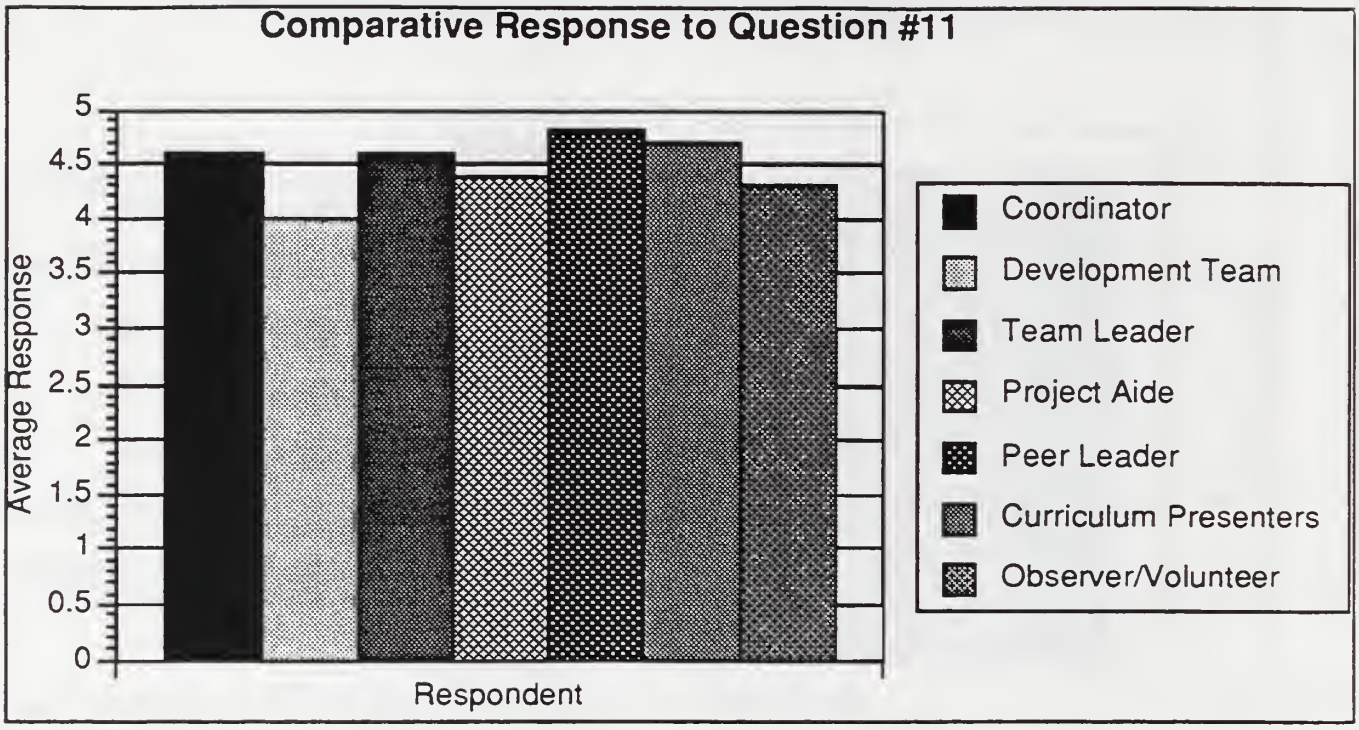
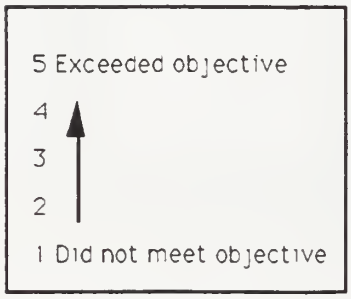


Figure 18

Participants were introduced to the consequences of using/not using drugs such as alcohol, marijuana and tobacco and had a chance to communicate their own feelings in class discussions.

The responses averaged between a 4.0 and 4.75. The Peer Leaders and Project Aides averaged the highest responses. This may be a result of their roles in relation to the participants, the time spent with the participants and the opportunity for discussion between them.



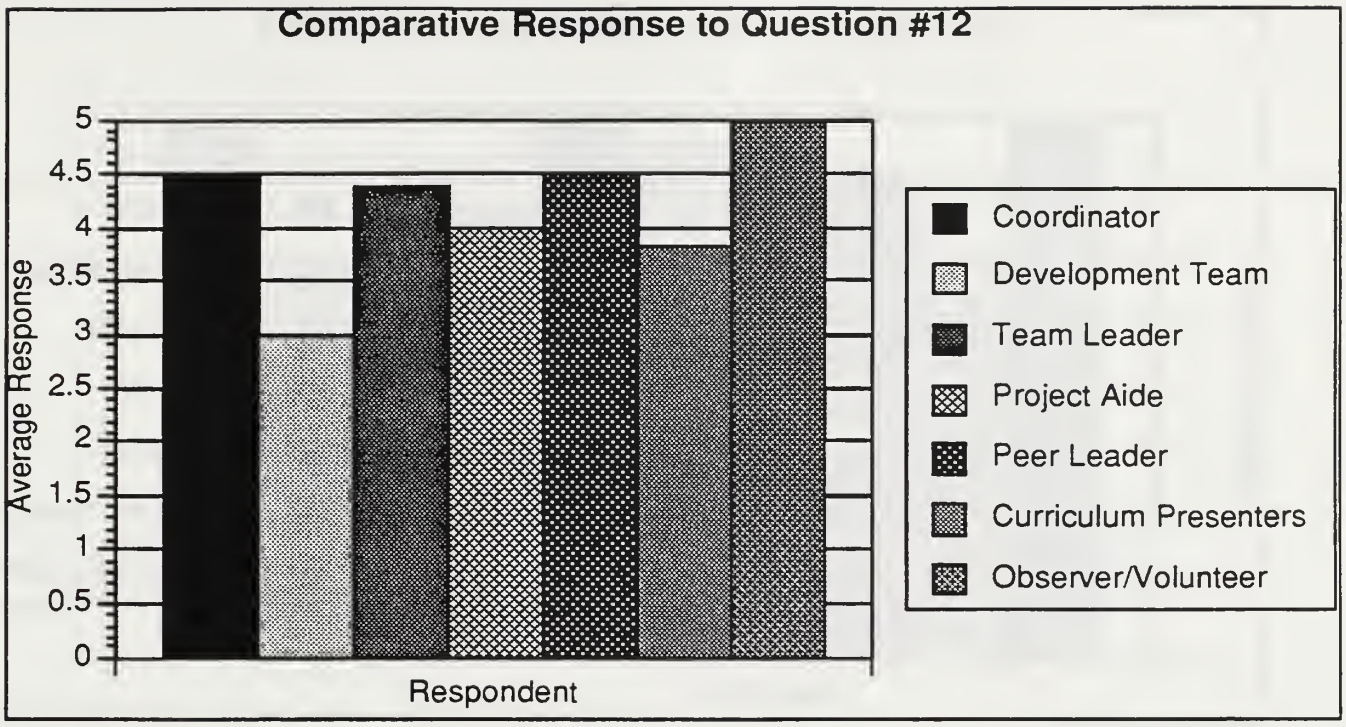
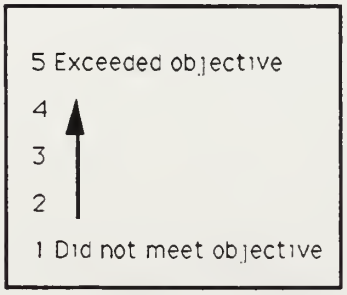


Figure 19

The importance of self-esteem were communicated to participants through positive, fun activities, classroom activities and discussion and reinforced by staff.

The responses for this question ranged from a low of 3.0 to a high of 5.0. This question appeared to have the most varied responses.



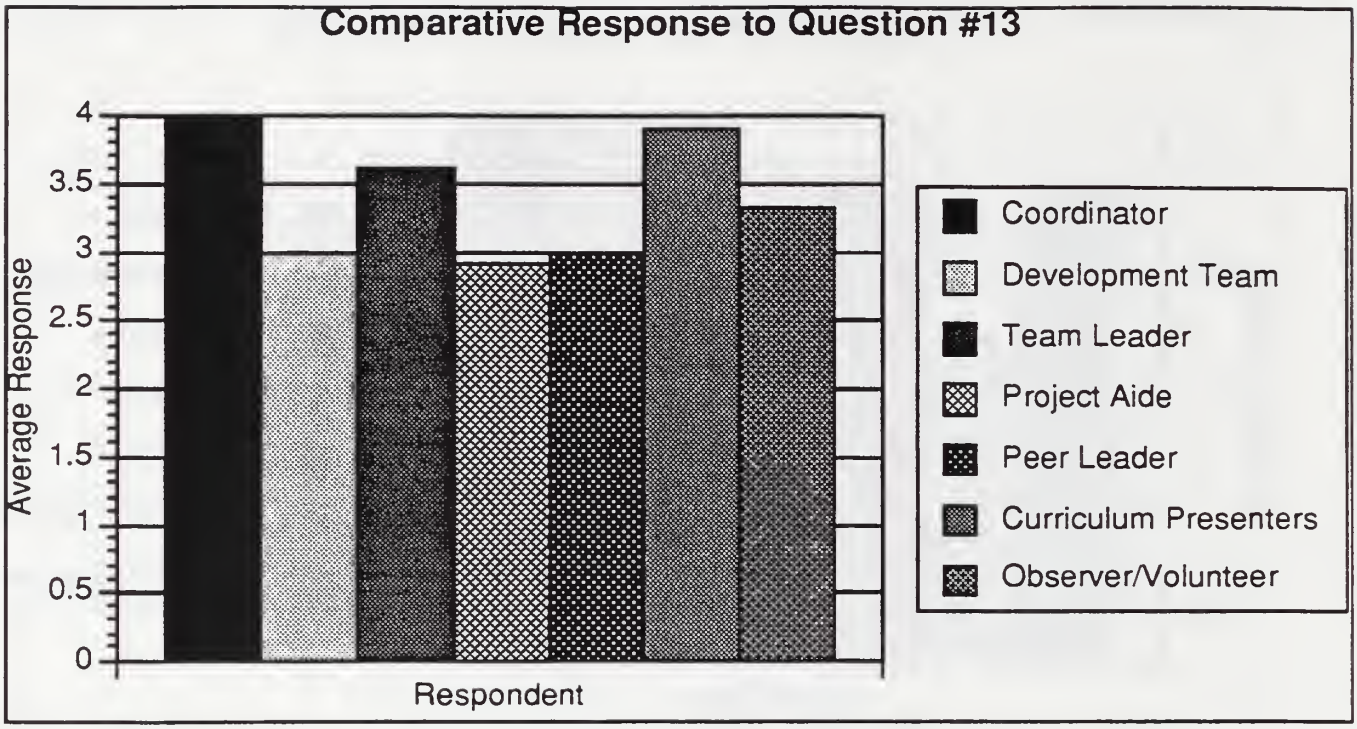
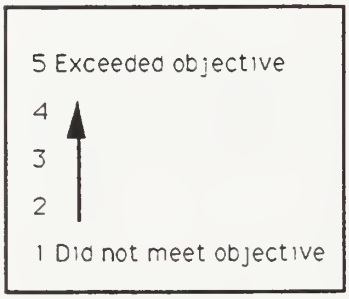


Figure 20

Participants were exposed to a college environment.

The average responses for this question were much lower than other questions. All of the responses were lower than 4.0. The Project Aides averaged the lowest rating of a 2.75.



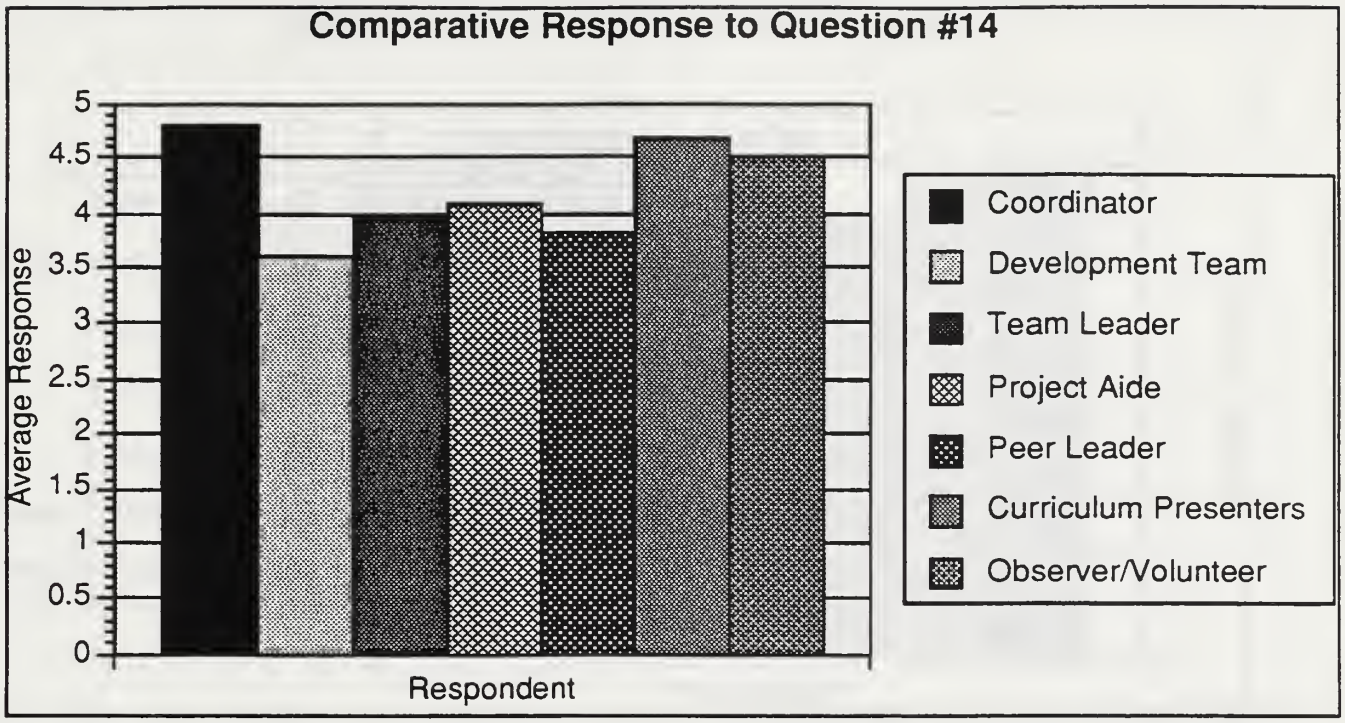
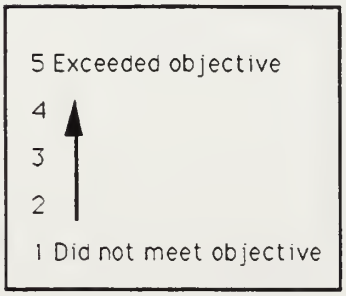


Figure 21

Participants were given a message of hope.

The responses for this question ranged between a 3.5 and 4.75. The highest average came from the Coordinators' responses. Those working directly with the kids had a lower average response.



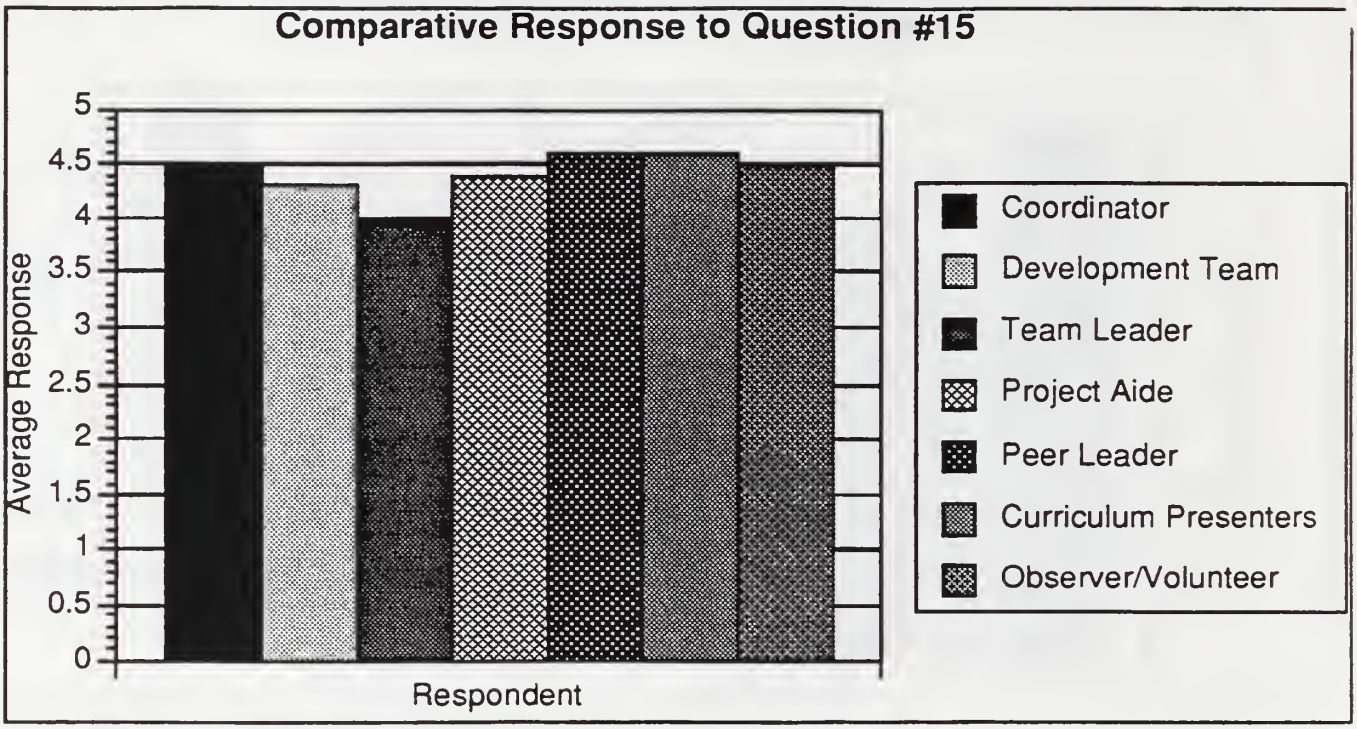
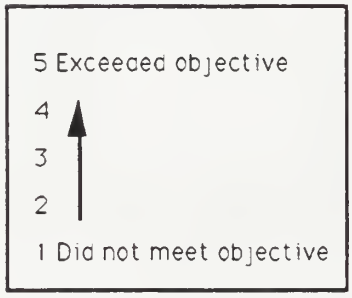


Figure 22

The facility met or exceeded the needs of the program.

The overall responses to this question was highly rated. The range was between 4.0 and 4.5. Some of the qualitative answers to the questionnaire mention the need for more office space and telephones.



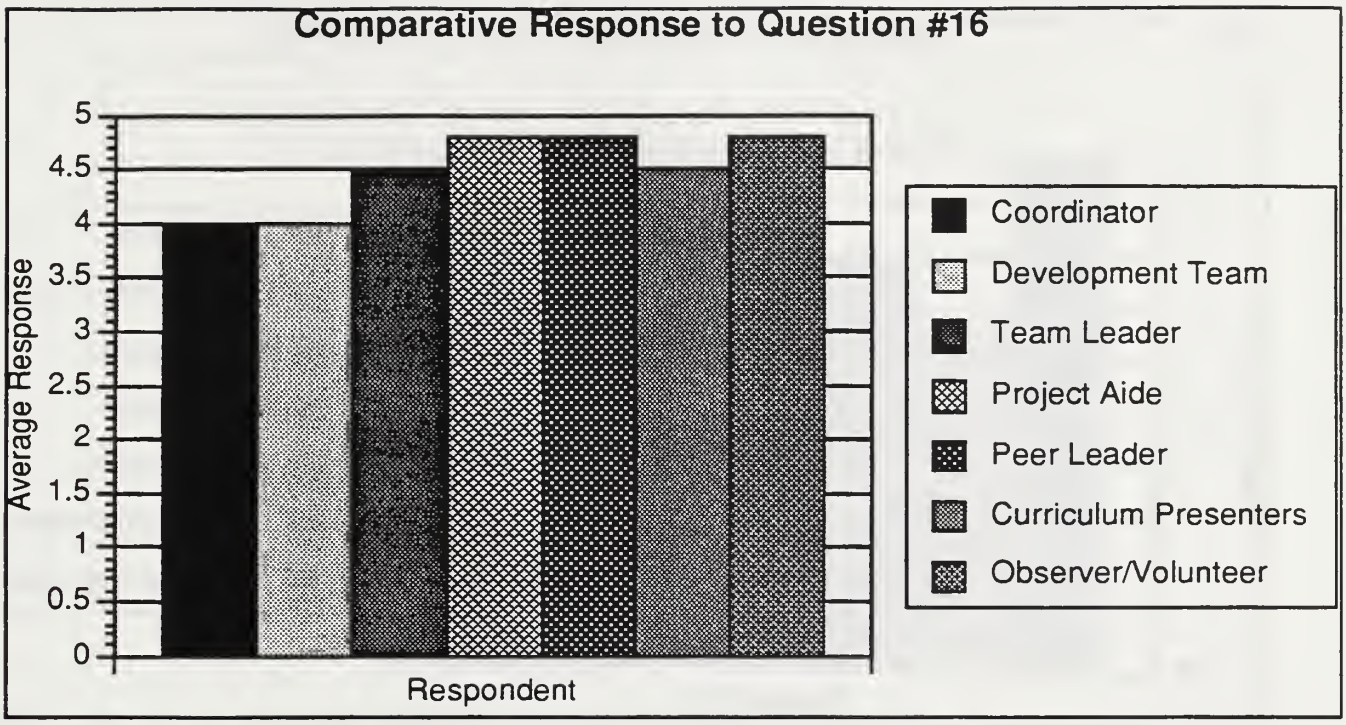
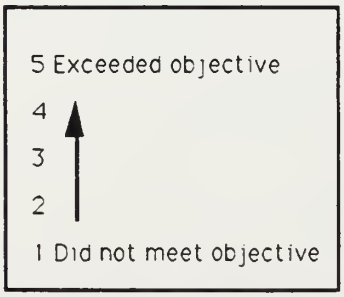


Figure 23

The Program staff met or exceeded your needs.

Like question #15, all of the responses were above 4.0. Interestingly, the lowest ratings came from the Coordinators and the Development Teams' responses. Both were involved in the planning and implementation of the program.



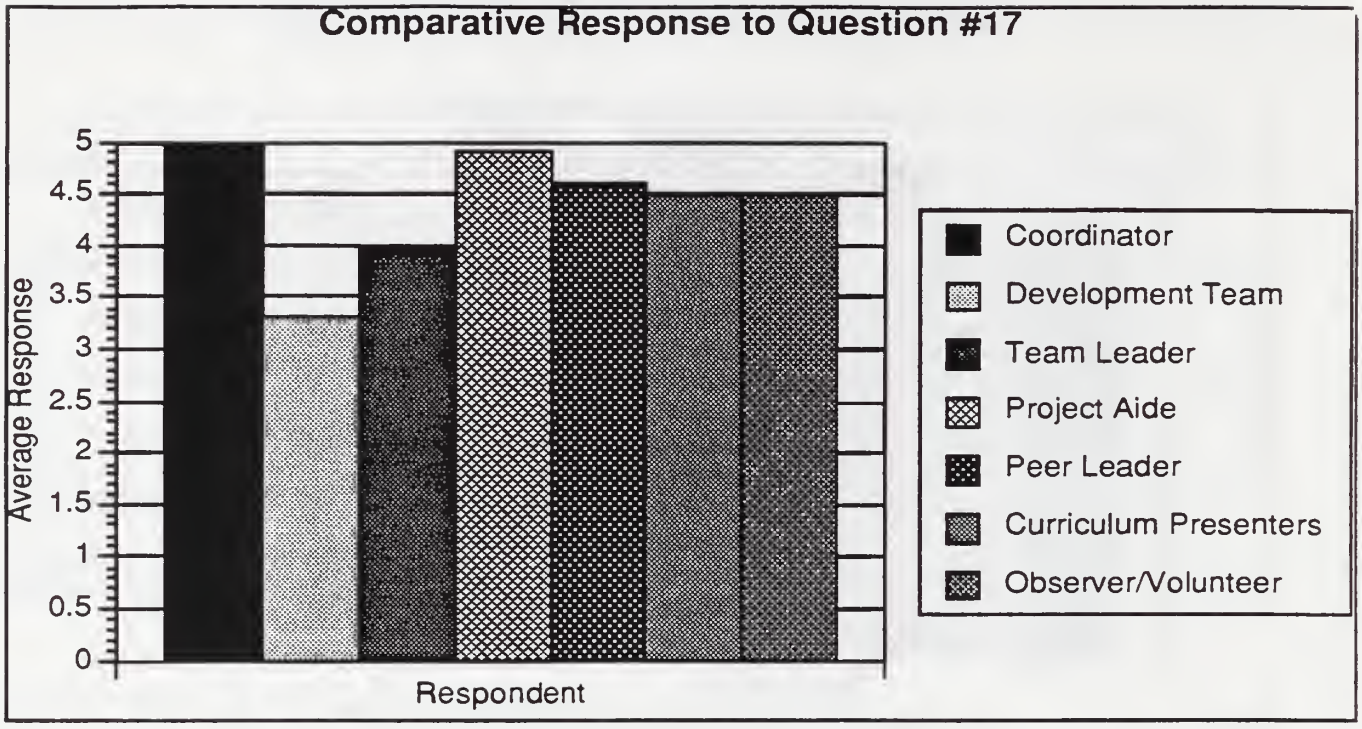
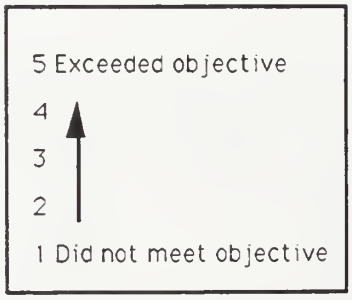


Figure 24

The program met or exceeded expectations.

The responses for this question were varied. This may be a result of different expectations of what the prorgram would be like.



Participant Evaluation

D.A.R.E. Summer Day Program

Sponsored by:

Massachusetts D.A.R.E. Officer's Association
and
Governor's Alliance Against Drugs

August 13 - 20, 1993
Lowell, Massachusetts

Brenda J. Bond
Assistant Coordinator
D.A.R.E. Summer Day Program

Participant Evaluation

Participants contributed to the evaluation process in several ways. They were asked about their least and most favorite part of the day. They created team posters that reflected the things that they learned throughout the week. They also wrote down ideas that they learned from the violence prevention workshop. Each category is broken down and the information is summarized below. The information from the evaluation is summarized in the following.

The following is a compilation of the ideas from the Full Value Contract that was done by participants. The Full Value Contract is an interactive activity that focuses on characteristics of an effective and ineffective team. (See Appendix of Manual for Full Value Contract description)

Characteristics found in an "Ineffective Team"	Characteristics found in an "Effective Team"
•Put-downs •arguing	•teamwork •honesty
•no teamwork •no trust	•trust •no put-downs
•fighting •no respect	•say no to drugs •be friendly
•drugs •kicking	•obey your parents
•killing •name calling	•no talking when others are talking
•smoking •hitting	•good lunch •nice kids
•hate •spit	•good leadership •help each other
•bad attitude •embarrassment	•love one another •respect
•uncooperative •punching	•no crimes •be good to your friends
•losers •selfish	
•yelling •rumors	•happiness •planning
•mean to each other	•love •treat others as you would like to be treated
•giving up on each other	
•teasing •interrupting	
•greed •being fresh	
•not sharing •unkind	•fun •play together
	•cooperation •kind
	•courage •good friends
	•sharing •good times
	•listening •taking turns
	•respect other's ideas
	•friends
	•hope •well-mannered
	•loving •talent
	•funny •caring

During the Violence Prevention workshop, participants were asked about different types of violence. They were asked what the particular type of violence means to them and how they could fight it.

The following represents their responses:

Violence Among Friends	
Types of Violence	**How to change this violence**
fighting yelling stealing rape gangs fists hurting friends friends involved with drugs playing with an alcoholic person swearing and put-downs killing drugs weapons	play together communicate sharing help out be nice to each other talk it out tell someone say no & walk away

Violence Among Family Members	
Types of Violence	**How to change this violence**
murder siblings fighting abuse suicide fighting loosing temper stealing knives alcohol guns bad words matches yelling swearing	fun vacations/trips love nintendo picnics caring pizza party

Violence Within Sports	
Types of Violence	**How to change this violence**
fighting pulling hair attitude poor sportsmanship blaming each other weapons hitting concussions calling people names getting hit with a hockey stick/bat pushing being negative drugs arguing racism	telling the truth helping each other teamwork compliments communication trust cooperation enforce game rules pay attention no cheating talk it out

Violence Within Schools	
Types of Violence	**How to change this violence**
fights selling drugs locker breakings smoking peer pressure violence towards teachers put-downs/name calling swearing disrespect kicking pushing & shoving spray paint attitude weapons	learning being nice cooperation making friends listening teamwork respect being accepted (???) making an effort no name calling don't join gangs tell the teacher ignore it - walk away talk it out

Violence Within the Community	
Types of Violence	How to change this violence
gangs robbers stealing fighting alcohol guns car jacking Tobacco murder drug dealers drugs fires suicide bombs	say no to drugs being nice helping each other teamwork kindness loving each other communication making friends/being friendly respect others call police - investigate take away drugs

<u>Team Posters</u>

Each team has the opportunity to make a Team Poster. There wasn't any particular theme for the poster so each team got to decide for themselves. Some of the ideas come from the "8 ways to say no to drugs" theme. Some excerpts from the posters are as follows:

- helmets are cool and safe - ride bikes with a helmet
- avoid the situation
- strength in numbers
- say no to drugs and yes to DARE
- resistance
- walk away
- change the subject
- cold shoulder
- give an excuse
- read
- use your brain
- DARE to keep the world clean
- drugs stink
- drugs are out
- only dopes smoke dope

Week 1 Evaluations - compiled by information recorded on index cards

At the end of each day partipants were given yellow and green index cards. On the yellow card they were to record their most favorite thing that day. On the green card they recorded their least favorite thing that day. The index card evaluation method was changed for Week 2 due to the fact that many participants could not read and/or write.

Monday August 9, 1993	
Liked by Participants	**Disliked by Participants**
Storyteller Games T-Shirts	Motivational speaker lunch

Tuesday August 10, 1993	
Liked by Participants	**Disliked by Participants**
Magic Show Games Hats	John getting hurt Lunch

Wednesday August 11, 1993	
Liked by Participants	**Disliked by Participants**
Karate Blob tag Posters	Heat Diversity class Lunch

Thursday August 12, 1993	
Liked by Participants	**Disliked by Participants**
Helicopter & dogs Success Game	Lunch Same games Not enough water

Friday August 13, 1993	
Liked by Participants	**Disliked by Participants**
Graduation	

Evaluation from participants - in general:

This section of the evaluation was taken from discussions between Team Leaders and participants.

Liked by Participants	Disliked by Participants
Lessons involving skits/role play	lunch(Memorable quotes, "It crawled off my plate", and "It was totally disgusting"
Environment class	Week 2 - missing out on helicopter
Diversity class	
Success game	
Magic show, Karate	
Helicopter & dogs	
Games, Arts & Crafts	
Instructors	

Many participants added comments about what they learned this week:

Police Officers	more about drugs
paying attention to responsibility	what is/is not a drug
why drugs are bad	how to say no to drugs
Shouldn't smoke	to believe in myself
new friends	respect others

Conclusion:

Many of the ideas in this Evaluation Report came from different participants which illustrates that they are learning the same things and what they are learning is being reinforced throughout the entire week.

SATURDAY, JULY 31, 1993

'FIRST IN THE COUNTRY'

Drug education group offers summer program

By EUGENE SONN
Sun Staff

LOWELL – A coalition of anti-drug groups are teaming up with the city's Saving Lives Program to offer a free, two-week-long summer program, starting Aug. 9.

The program is for children who will enter the 4th and 5th grades this fall and will include interactive morning discussion sessions and afternoon sports and games.

This is the first Drug Abuse Resistance Education (D.A.R.E.) summer program to be held in the country, said Kym Craven of the Saving Lives Program.

"The goal of the program is to provide a network for kids that adddresses responsibility, leadership, decision-making and awareness to cut drug abuse and gang membership," said Craven

The Massachusetts Officers Association and the Governor's Alliance Against Drugs are co-sponsoring the summer camp, which will be run by 10 State Police officers, National Parks officers and many volunteers from local police departments, and will take place at UMass-Lowell's South Campus.

"Kids don't really have an opportunity to interact with cops," said Craven, and this program will give the children and police officers a chance to get to know each other. "We think kids only want to play, but there are a lot of questions they have and a lot of issues they want to talk about."

D.A.R.E. programs not only reduce drug use, but also decrease school vandalism, truancy and gang membership, said Craven.

Transportation and lunch will also be supplied to program participants, free of charge.

To register or for more information, call Brenda Bond at 934-4677.

AG Harshbarger lauds DARE program in Lowell

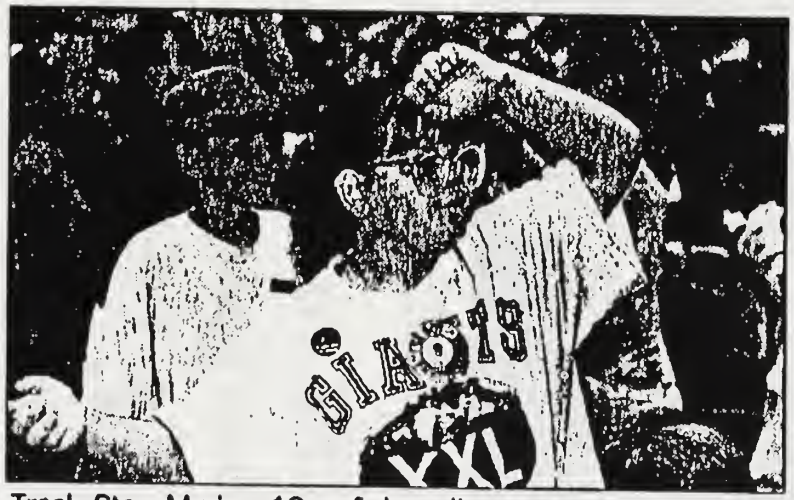
By COLLEEN BRUSH
Sun Staff

LOWELL – Calling the DARE (Drug Abuse Resistance Education) program the first step in crime and drug abuse prevention, Attorney General Scott Harshbarger said yesterday more money must be committed to DARE-type programs to combat the problems.

At a graduation ceremony at the University of Massachusetts at Lowell yesterday for 130 fourth- and fifth-graders who took part in the second session of a weeklong DARE camp, Harshbarger told the crowd that drug abuse and violence cannot be stopped "by prosecution and punishment alone."

"It is crucial that if we are going to be successful in dealing with the problem we have got to start here," he said referring to the education of young people through programs like DARE.

For the past week the children have spent the day with police officers, peer counselors, representatives from the Governor's Alliance Against Drugs and federal Drug Enforcement Agency personnel, learning about the dangers of drugs and methods to avoid peer pressure and drug pushers.



Traci Ste. Marie, 10, of Lowell, sways with music at yesterday's graduation ceremony for the DARE program at UMass-Lowell.

SUN/RICHARD HUNT

Speaking to reporters after the graduation ceremony, Harshbarger said he is pleased with President Clinton's crime package bill, which will allocate millions of dollars at the state level for crime prevention.

"We talk tough and say we want more police on the street, but as we cut back on resources and cut budgets, nobody wants to commit the resources," he said. "This is the first time in 12 years after an almost total abandonment at the federal level that there appears to be a commitment."

"The fact is we have a major social problem. We as adults have failed," Harshbarger told the crowd. "In the long run the problem will be solved by education and when young people take control and decide to say no themselves."

Harshbarger presented organizers of the camp with a $1,000 check to help pay for the costs of the program.

"It is a privilege to use this money for a program that may ultimately prevent violence and drug and alcohol abuse," he said.

Harshbarger praised the children in the program and congratulated the organizers for pulling together the first camp of this type in the nation, calling it a "tremendous accomplishment."

"It took many years to make DARE a reality and have the role it ought to inspite of budget cuts."

Harshbarger praised programs such as DARE that are aimed at keeping kids from using drugs, and he said such programs will make a difference in crime prevention down the road.

"There is no magic panacea. I don't think DARE alone can solve the problems. But if we don't make this effort with young people then we are condemning another generation of adults to be trapped with violence and drug abuse. We focus on kids because kids still have a chance," he said.

"We hear from school principals and superintendents all the time that they feel these programs are beginning to make a difference in these kids' attitudes toward violence and drugs," he said.

Harshbarger tried to squelch rumors that he might run for governor in 1994, saying he is a candidate for reelection as attorney general. But he said that circumstances could change. He said he would make his final decision about running for governor at the end of the fall.

Union-News
Friday, July 29, 1994

Staff photo by Dave Roback

DARE YOU! — Camper Kara Catalfamo covers her eyes at the direction of Peer Leader Patrick Urban during a trust exercise at the weeklong DARE camp at Holyoke Community College yesterday.

DARE camp in Holyoke offers fun, serious times

By NANCY FOLEY

HOLYOKE — Approximately 100 children jumped back as the air was shattered by a piercing scream at Holyoke Community College yesterday afternoon.

The scream was a territorial cry from a red-tailed hawk, just one of several birds that the children saw close-up during the fourth day of a weeklong DARE camp.

"He's telling you, as far as he's concerned, this is his room," state Environmental Police Capt. Thomas Ricardi said.

His educational presentation on birds was one of the many activities at the free camp, which is designed to help city youths stay away from drugs and meet police officers on friendly terms.

Jennifer D. Rousseau, camp director, said that approximately 60 of the 100 participants this week are from Holyoke. The rest are from nearby communities.

The camp is for children who are entering the fourth or fifth grade in the fall and is designed as an introduction to the formal Drug Abuse Resistance Education they will go through in the sixth grade.

Earlier in the week, the children met German shepherds from the state police canine unit. Along with other tasks, these dogs are trained to sniff out drugs. The children also viewed a state police helicopter close-up.

Along with the fun activities have been serious discussions about drugs and why children should stay away from them.

Getting the message

Several of the participants said the message has sunk in.

"I want to live longer and I want to be healthy," 8-year-old Laura K. Shaw of Holyoke said, explaining why she plans not to use drugs.

"They said drugs could kill and some of them could kill fast and some take years and years," she said.

Ryan Smalley, 9, of Holyoke, said, "They taught me not to do them and what they can do to you."

Some of the camp counselors are teen-agers who participated in QUEST, a leadership program. Others are officers from area police departments, the state police, the Drug Enforcement Agency and the FBI.

The officers, who have been wearing DARE T-shirts throughout the week, will show up in uniform today.

Next week, another group of approximately 100 children will go through the program. The camp is sponsored by the Governor's Alliance Against Drugs, the Massachusetts DARE Officers Association, and the Massachusetts DARE Training Center.

The first camp was in Lowell last year. The alliance chose Holyoke as the site for the camp this year because the city is similar to Lowell.

One of the counselors, South Hadley DARE Officer Steven Parenteau, said the Holyoke camp has been a huge success.

Ten-year-old Casey L. Cussor, of Holyoke, agreed. Without the camp, he said, "I'd probably be sitting around the house watching TV."

Appendix XIII

Program Evaluation

Forms

1995 DARE Summer Day Program

Introduction to Program Evaluation

Dear DARE Summer Day Program Staff:

Program evaluation is a way of getting feedback from people about a program. It is an important tool that helps program planners make the program better each year. It helps us to find out what works and what doesn't work. It is also required to get future funding.

Evaluation for the DARE Summer Day Program involves getting feedback from staff and participants. We have provided detailed instructions on how to perform a fair evaluation as well as samples of each form you will be filling out this summer.

Staff evaluation:

1). At the end of the camp day there will be a group discussion about the day's events. See Daily Staff Evaluation form for the guiding questions for this discussion.

2). At this discussion it is important to choose a facilitator to run the discussion and a recorder to fill in the items on the form.

3). Each week will have a different color Daily Staff Evaluation form for easy organization.

4). Extra forms will be available at each discussion for people who want to give feedback but are not comfortable offering it in front of the group. These forms will be collected and kept anonymous. Staff not present may also fill out the Daily Staff Evaluation form some other time and hand it in later.

5). At the end of each week, staff will be asked to answer 16 questions regarding their feelings about the week.

Participant evaluation:

1). Participants also have valuable information about their experiences and perceptions about the DARE Summer Day Program. Therefore, participants will also offer feedback about the program.

2). At the *beginning* of each day, you will ask your team to think about the day before at camp.

3). Hand out the form with the faces on it. Ask participants to put a big X on the face that shows how they felt about the DARE camp yesterday. You will need pencils or markers, etc. to do this.

4). After they put an X on it, collect the forms and eventually get them to Brenda.

5). Sit the group back down and follow the directions on the Daily Participant evaluation form. Get these forms to Brenda too.

Thank you for your help in getting this important feedback. Have a great DARE Summer Day Program experience.

Carol McCall and Kim Burns
Evaluation Committee Members

1995 D.A.R.E. Summer Day Program

Daily Staff Evaluation

Today's Date: _____

What was positive about today? What went really well?

What could have made today better?

Any other comments?

1995 DARE Summer Day Program Staff Evaluation

Please circle the item which most represents your involvement in the DARE Summer Day Program:

1. Camp Director/Organizer
2. Development Committee Member
3. Team Leader
4. DARE Instructor
5. Staff Assistant
6. Project Aide
7. Peer Leader
8. Other

1. The DARE Summer Day Program was a positive addition to the DARE school year program.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

2. Positive relationships were created between law enforcement officers and program participants/staff.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

3. Positive relationships were established between law enforcement officers & the community.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

4. Youth were given the opportunity to interact with positive role models.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

5. Participants were introduced to violence prevention strategies.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

6. Participants were introduced to anti-smoking strategies.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

7. Participants were introduced to bicycle safety information.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

8. Participants were introduced to ways of analyzing media messages.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

9. Participants were introduced to the concepts of healthy alternatives to drug use and reinforced through activities.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

10. Participants were given the opportunity to discuss their feelings in open class discussions.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

11. Participants were introduced to the consequences of using/not using drugs such as alcohol, marijuana and tobacco.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

12. The importance of self-esteem was communicated to participants throughout the week.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

13. Participants were exposed to a college environment.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

14. The facility met the needs of the program.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

15. The program staff worked together as a team this week.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

16. The program met my expectations.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

1995 D.A.R.E. Summer Day Program

Daily Participant Evaluation

Today's Date: _____

Instructions
1. **In order for this to be a fair evaluation, please ask participants questions exactly as they appear on this paper.**
2. **One person (Team Leader or Peer Leader) should ask the questions and another person (Team Leader or Peer Leader) should write down the participants' responses.**
3. **It is ok to repeat or explain the question, but it is not ok to influence the participants in what they should say.**

1. What do you remember most about yesterday?

2. What would make today a better day than yesterday for you & the team?

3. What did you like the best about yesterday?

1995 DARE Summer Day Program

Put a big X on the face that shows how you felt about DARE camp yesterday.